

THE EFFECTS OF TEST-TAKING SKILLS AND ATTITUDES ON VALIDITY
OF STANDARDIZED ACHIEVEMENT TEST SCORES
OF INNER-CITY CHILDREN

by
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ABSTRACT

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This study explored the relationship between test-wiseness and the validity of standardized achievement test scores. Test-wiseness has been suggested by R.L. Thorndike (1951) to be a contributor of invalid, systematic variance in test scores. An attempt, through training, was made to reduce this invalid true score variance. Since a reduction in true score variance without a concomitant reduction in error variance should result in lowered reliability, one might expect that validity would therefore also be reduced. The assumption was made, for the purposes of this study, that test-wiseness variance functions in a manner similar to a suppressor variable. When invalid, systematic variance is decreased on a predictor, the true score relationship between predictor and criterion will be enhanced. In this way, the test becomes a "purer" predictor of the criterion and validity is increased. In this study, reduction of invalid, systematic

true score test-wiseness variance in the predictor (the Comprehensive Tests of Basic Skills, CTBS) was thus expected to result in a higher correlation between the CTBS and a criterion of teacher report card marks.

Subjects in this study were fourth graders from a low socio-economic area of a large metropolitan city. The experimental group consisted of 401 children from seventeen classrooms in five elementary schools while the control group numbered 410 children from seventeen classrooms in nine schools.

The seventeen teachers taking part in the research attended an introductory seminar and monthly meetings aimed at teaching them about test-wiseness and the specific test simulations they would be leading. Teachers led nineteen test simulations, one each week over a six-month period. Each lesson involved a practice test and children were expected to learn pre-determined test-taking skills and attitudes through experiencing the simulations aimed at these skills and attitudes.

Experimental group subjects took a test-wiseness pretest and a test-wiseness posttest while control group subjects took the test-wiseness test at the same time as the experimental group took the posttest. Internal consistency of these results was low for the pretest and the control group test (stratified alpha's .1541 and .2007, respectively)

but moderate (.3966) for the posttest. A one-way analysis of variance on classroom means yielded significantly larger means for the posttest than for the control group test. A one-way repeated measures analysis on classroom means yielded a significantly greater posttest than pretest mean.

Two-sample homogeneity of variance tests and Levene's tests yielded significantly greater variances on the posttest results than either the pretest or the control group results.

All children took the CTBS at the end of the year. There was no significant difference in mean classroom score between experimental and control group. Achievement test scores were correlated with teacher report card marks in reading. Fisher's Z was used to test for significant difference in validity coefficients at the .05 level. The difference approached significance by achieving a .07 level.

Suggestion was made that the study be replicated in order to control for variables which might have contributed to or caused the resultant lack of significant difference in validity in this study. Larger experimental groups (to control for mortality) might be used. A more reliable (or more valid) criterion of achievement than teachers' grades might be employed. A different research design might allow for study of individual rather than group differences.

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CHAPTER ONE
INTRODUCTION

Background

In 1951, Robert L. Thorndike presented a breakdown of "possible sources of variance in score on a particular test." The total variance in a set of scores arises, according to Thorndike, from a variety of specific sources, some of them valid, some of them invalid. One of these sources, listed by Thorndike as a lasting and general characteristic of the individual is test-wiseness, the "general skills and techniques of taking tests." Test-wiseness was considered by Thorndike to be a persistent, lasting characteristic of the individual. As such, it would contribute to systematic although invalid variance within a set of test scores. To a certain unpredictable extent, the variance in scores will be due to test-wiseness and not to the particular trait actually being tested (Thorndike, 1951).

Test-wiseness involves both the development of specific skills and the learning of positive attitudes towards the test-taking experience. In general, the test-wise individual will be at ease in the test-taking situation. This assumes familiarity with typical testing procedures. The test-taking situation will not be tension-producing for

the test-wise individual. He will be aware of the purpose of testing and will be willing to cooperate to achieve that purpose. He will show sufficient motivation to "do his best." In the area of skills, the test-wise person will show the ability to determine when guessing is advisable, and will be able to use cues to aid him in the answers he chooses. He will also know how to use his time efficiently. He will be able to listen to, comprehend, and follow directions under the unnatural test-taking atmosphere.

By the mid-1950's, the concept of test-wiseness was a widely mentioned but little explored phenomenon. Both professional and popular literature were replete with references of "good test-taking strategies." Books and pamphlets for the layman were designed to "teach" better test-taking skills (Hook, 1958; Heston, 1953; Pettit, 1960). Special cram courses were offered to help high school students prepare for the Scholastic Aptitude Tests (Barnes, 1976). Textbooks in the field of educational measurement had sections dealing with the designing of objective questions so as to avoid giving away the correct response (Anastasi, 1957; Ahmann and Glock, 1959; Harris, 1960). The attempt here was to use successful guessing strategies.

In the 1960's, investigators had begun to question the "lasting" nature of test-wiseness. Research concentrated on

the possibility of training individuals to be test-wise. Analysis of the data was directed towards discovering a gain in test scores as a direct result of teaching specific test-taking skills. Results showed that it was possible to raise the level of scores by teaching a particular test-taking technique (Anderson, 1973; Moore, Schutz, and Baker, 1966; Wahlstrom and Boersma, 1968; Gibb, 1964; Slakter, Koehler and Hampton, 1970b; Callenback, 1973; Oakland and Weilert, 1971; Woodley, 1973). Success in teaching the skill was only found, though, when improvement was tested with an instrument designed specifically to evaluate the skill in question. This improvement did not generalize to an improvement of scores on standardized tests.

Vernon (1962) found lower validity coefficients for test-naive British students than test-experienced American students when he examined the relationship between reading test scores on standardized objective tests and reading grades. He did not examine change in validity after training. Other research showed that there was a large, significant spread of reliable individual differences in level of test-wiseness among individuals (Millman et al, 1965; Gibb, 1964). Attempts at reducing this variability met with little success but researchers indicated that more extensive test-wiseness training might produce a reduction

in total test-wiseness variation (Slakter et al, 1970b; Anderson, 1973). Research in the field of individual differences has shown, for other traits, that training tends to increase individual differences (Anastasi, 1958; Tyler, 1965). Whether test-wiseness programs can be developed which will result in more complete mastery for all subjects yielding a reduction in total test-wiseness variation remains to be seen.

Research Questions

1. Will experimental procedures aimed at teaching test-wiseness skills lower test-wiseness variance?
2. Will training aimed at increasing test-wiseness produce improved validity of standardized tests for the measurement of attributes?
3. Will children's scores on tests designed to measure test-wiseness and on standardized tests be improved through multiple test simulation experiences designed to increase test sophistication?

Analysis of the data in the test-wiseness (hereinafter referred to as TW) research has concentrated on discovering significant differences among means. Little emphasis has been placed on the possibility of the improvement of validity through the equalization of TW across individuals. In

order to ascertain whether the experimental procedures did indeed equalize TW across individuals, the first research question was developed. The second research question dealt with the relationship between TW and validity. Since the analysis of the improvement of means through TW instruction is of importance to questions about validity, a secondary research question, question number three, examined this area.

Need for the Study

Our world has become increasingly test-oriented. Important decisions are made throughout an individual's life on the basis of his test scores. Administrative acceptance and placement decisions in schools and personnel selection and placement decisions in industry have become increasingly dependent on the individual's ability to perform well on standardized tests. With the realization that test performance can have profound effects on the course of an individual's life, measurement experts have concentrated on reducing all sources of error variance in test scores.

TW has been suggested as a source of invalid variance (Thorndike, 1951). Research in the field of TW has not answered the pertinent questions presented by the concept of TW. Can it be shown that TW is a source of variance of scores on a particular test? Improvement of means, through

the teaching of test-taking skills, is not of concern to the psychometrician if the relative standing of individuals before and after "training" remains the same. It must be shown that lowering variability in TW through the teaching of TW techniques results in greater validity of test scores. If it can be shown that the teaching of test-taking skills and attitudes will yield more valid test scores, then justification for this type of training will have been shown. Therefore, it is the purpose of this paper to study the assertion that standardized test scores, obtained by individuals trained in test-taking skills and attitudes, are a more valid measure of the attribute being tested than those scores received by individuals lacking the training.

Development of TW

Research in the area of TW has been confined to the laboratory setting and has been limited to experiments of short duration. While this research has shown that specific test-taking skills can be improved in the controlled environment of the experimental laboratory or with the researcher serving as instructor, it is unknown whether TW, as a global concept, can be taught in a regular classroom by the classroom teacher. Uncontrolled, non-research investigations would indicate that it can (Becker, 1975).

Previous experimentation in the laboratory has failed to produce significant improvement in skills in testing beyond the tests designed specifically to evaluate the particular aspect of TW investigated - usually some form of guessing strategy (Anderson, 1973). Little attention has been paid in the laboratory to the improvement of test-taking attitudes.

This project was conceived because of the view that lasting improvement in test-taking attitudes and skills can only be a product of learning within the natural setting of the classroom and over a long duration of time. Learning, for the young child, as for anyone, requires an extensive period of time for it to be internalized. The classroom is the normal, habitual center for learning for the young child and thus is the natural place for instruction in TW to occur. Therefore, it was considered appropriate to use the classroom teacher as instructor in TW. The place of the experimenter was to develop in the teacher the ability to teach good test-taking strategies and attitudes in her children through the use of lesson plans and test simulations prepared by the experimenter.

Statement of the Problem

Validity has often been defined as the ability of a test to measure what it is supposed to measure (Brown, 1970).

The question under investigation is the relationship between TW and the validity of standardized test scores. If it is true that different individuals manifest differing amounts of the trait TW, and that the level of this trait in an individual is a persistent, lasting characteristic, then this trait should lead to stable individual differences in test performance distinct from the attribute the test purports to measure.

If training in test-taking skills and attitudes reduces invalid variance of test scores, the scores should yield more valid measures of the tested attribute. But then the question arises: how can one expect an increase in validity when reliability would presumably decrease with test-wiseness training? A decrease in systematic, although invalid, test-taking skill variance in the total test score without also lowering error score would have the effect of lowering reliability. Since level of validity is dependent on level of reliability, the natural question becomes: how could one decrease reliability and yet increase validity? It is hypothesized that the invalid true score test-wiseness variance is functioning in a manner similar to a suppressor variable. By eliminating the invalid although systematic source of variance in the predictor, one is increasing the true score relationship between the predictor

and the criterion. Therefore, the predictor becomes a "purer" measure of the attribute resulting in greater correlation with the criterion and increased validity.

A standardized test can be shown to be valid for measuring a particular trait if scores on the test can be found to show a high correlation with scores concurrently established for the particular trait by another method of measuring the same trait (Brown, 1970). If TW is a source of variance on the standardized test, but not on the other method of measuring the trait in question, correlations expressing validity can be expected to be low. If it can be shown that correlations between test and non-test measures of achievement will be higher for a group trained in test-taking skills and attitudes than for a control group not receiving training, then it may be concluded that invalid TW variance has been reduced.

Hypotheses

1. Training aimed at improving test-taking skills and attitudes will lower the test sophistication trait variance of a group receiving such training.

2. Training aimed at improving test-taking skills and attitudes will produce improved validity of standardized achievement tests for evaluating student learning.

3. Training aimed at improving test-taking skills and attitudes will produce enhanced test score means of tests measuring TW and score means of standardized achievement tests.

Definition of Terms

Training aimed at improving test-taking skills and attitudes ---

Children will take part, over a six-month period, in simulated test-taking experiences designed to further test-taking skills and attitudes. Seminars for teachers will aid the teachers in developing skills needed in order to lead simulated test experiences. (For further details, see Methodology Chapter and Appendix A)

Test sophistication trait variance ---

Variance of scores on TW test (see Appendix B and Methodology Chapter)

Standardized achievement tests ---

Comprehensive Tests of Basic Skills, Level one, form T, Total Battery Score (CTBS)

Validity ---

Correlation between CTBS total battery score for each child and score developed from child's report card grades in reading level and general reading grade. (See Appendix C)

Student learning ---

Subjects measured by achievement test

Means ---

Arithmetic average of total battery score for entire group and arithmetic average of test scores of TW test for entire group

Tests measuring TW ---

Twenty-six item test designed by researcher.
(For details, see Methodology Chapter and Appendix B)

CHAPTER TWO

RELATED RESEARCH

In 1949, Thorndike first introduced the concept of "test-wiseness." Soon after, textbooks in the measurement field began to include discussions of TW. Although as a concept TW was new to the field, aspects of TW had been studied prior to Thorndike's inclusions of TW in the vocabulary of psychologists and educators.

One aspect of TW studied was the effect on test scores of differing personality and intellectual characteristics. As early as 1942, Briggs came to the conclusion that persistence as a general test-taking characteristic led to increased test scores. Explorations into the TW area of problem-solving styles started early and continues. Bloom and Broder (1950) found that training students in general problem-solving techniques (understanding directions, improving logical reasoning) led to significant gains in subsequent achievement test scores. Gaier (1962) found that students obtaining A-level test scores attributed their good marks to activities related to self or teacher while D-level students felt that poor marks were likely to be the result of external factors. Connerly and Wantman (1964) asked students taking the "College Boards" to verbalize their

thoughts as they worked through the test. The taped responses were analyzed as were questionnaires and interviews in order to discover oral reasoning processes employed when responding to objective test items. Through factor analysis, French (1965) was able to isolate seventeen different problem-solving styles testees used in responding to objective tests. The more systematic the problem-solving style, the lower the factor loading of a specific test for the particular attribute the test was attempting to measure and the higher the test correlated with tests measuring different subject matter.

Another aspect of TW in which early interest was shown was "answer changing." Will testees be more accurate in their initial responses or will they profit more by changing their answers? Berrien (1939) concluded that examinees generally increase their scores when they change answers during a test. There did not seem to be a consistent relationship between standing in class and how much a testee profited from changing answers, but there was some suggestion that the difficulty of the test determined which group most profited from answer changing. On further study of the problem, Briggs and Reile (1952) found that examinees as a group generally tend to increase their scores when they change answers. When dividing examinees according to

success, though, they found that better students are more likely to raise their scores while poorer students are more likely to change answers. Smith and Moore (1976) corroborated these results.

In more recent years, attention has switched from the role of answer changing on the determination of test scores to guessing strategies. Slakter (1969) found a low negative correlation between unwillingness to guess and test scores. Testees lowest in ability and achievement were least likely to guess. When forced to guess, the scores of these examinees increased. Bauer (1971) found the level of tendency to guess to be different for different individuals even in situations where examinees were told not to guess because there was a stiff penalty for guessing. Individual differences in anxiety and willingness to take risks led to different interpretations of instructions. To avoid differences in test score due to individual differences in guessing behavior rather than the actual attribute being tested, Bauer advised that all examinees be told to always guess when they don't know an answer. Choppin (1975) found that level of guessing within individuals was consistent across tests. He also found that amount of guessing increased as the degree of verbal content in a test

increased and as the number of options decreased and also that willingness to guess is uncorrelated with ability.

The effect of anxiety on test scores has been an aspect of TW that has received considerable attention in recent years. Kirkland (1971), in a review of the literature, listed some general principles reported to show anxiety's effect on test scores.

1. The anxious testee will do more poorly on a test that he deems important to him than on one in which he sees no relationship to his own future.
2. Generally, a negative correlation has been found between test anxiety and level of ability.
3. A positive correlation between level of test anxiety and level of aspiration occurs because the least anxious person is usually the least interested in doing well on a particular test.
4. While extreme degrees of test anxiety interfere with test performance, mild degrees enhance it.
5. The more familiar a testee is with test-taking in general and with the particular test format specifically, the less likely he is to be anxious.
6. Learning is increased when anxiety is present to a mild degree throughout the learning experience rather than appearing at a high level just prior to testing and not before.

7. For tests involving complex tasks, a low to moderate negative correlation is found between anxiety and performance levels.
8. Test anxiety increases with grade level and tends to be long range rather than transitory in appearance.

Since the time of Kirkland's review, various attempts at reducing test anxiety have been explored. Biggs and Felton (1973) found that training could significantly reduce test anxiety in both male and female black low-achieving college students. Training was particularly aimed at raising self-esteem, motivation, setting appropriate goals, and instituting adequate patterns of self-reinforcement. Zigler, Abelson, and Seitz (1973) studied the effect of test administrator on test anxiety. They found that gains on the Peabody Picture Vocabulary Test when children were retested by the same examiner were significantly greater for disadvantaged children. In a second study, disadvantaged children's IQ's were significantly higher than their controls' IQ's when the experimental procedure involved a play period prior to testing for the experimental group.

Deffenbacher and Kemper (1974) used systematic desensitization (developed by Joseph Wolpe) with extreme test-anxious college students to effect an improvement in

test scores. Systematic desensitization employed deep muscle relaxation and verbal suggestions about the feared situations to eliminate physiological responses associated with anxiety. Osterhouse (1975) found a significant negative linear trend between anxiety level and academic performance. Children showing moderate levels of anxiety performed better in a situation contrived to produce a high level of classroom anxiety rather than when placed in a low anxiety level classroom. Highly anxious students performed optimally in the opposite atmosphere. There was no significant difference in performance in either atmosphere for low anxiety level subjects.

Bauer (1975) found that level of anxiety within individuals determined how those individuals reacted to different sets of directions. Examinees were told that the Kuhlman-Anderson IQ test was variously an intelligence test, a routine test, or an achievement test. High-anxious examinees scored lower than low-anxious examinees no matter which directions were involved. Arbes (1975) used systematic desensitization to help over-anxious college students "unlearn" examination anxiety. He found significant anxiety dissipation both immediately following training and one month later.

Flynn and Anderson (1976) found that by reducing anxiety associated with test administration, test scores of disadvantaged children increased but not those of advantaged children. The experimental examinees were told the reasons they were taking the test, that grades did not count, that they were not expected to finish all the questions, that questions became harder as they progressed through the test, and that results of the test would be used to help them improve in areas where they were deficient. Buntman and Buntman (1976) used counter-conditioning procedures to reduce test anxiety. They found that past unpleasant experiences associated with the classroom tended to increase anxiety when tests were conducted in the classroom. By pairing pictures of classroom scenes with positive words, test anxiety was reduced, WISC Digit Span performance was improved, while Vocabulary performance was not.

Motivation as it affects test scores, another aspect of TW, has also been an area of concentration. Butterfield and Zigler (1968) tested culturally deprived nursery school children twice at the beginning of the school year, once under ordinary instructions and once with instructions aimed at increasing motivation. The children's end-of-the-year test scores were more nearly like their highly motivated earlier scores than non-nursery school children's

end-of-the-year scores. The conclusion was made that the nursery school experience played a role in increasing motivation in these children. Kubany and Sloggett (1971) suggested that possibly certain children do not respond to the typical middle class motivational cues used in preparing children for tests and suggested looking into the possibility of using extrinsic motivation (money) to achieve more valid test scores from these children.

The effects of practice and coaching on test results have been studied for a long time. In the 1920's and 1930's, a number of studies indicated that practice and/or coaching led to substantial rises in Stanford-Binet IQ scores (Rugg and Colloton, 1921). Later studies aimed at discovering the effects of practice and/or coaching on Scholastic Aptitude Test scores showed improvement in a positive direction, with improvement limited to less than the standard error of the test (Levine and Angoff as reported in Anderson, 1973).

Practice books for many major tests have been available to the general public for many years under the assumption that practice will improve test scores. However, practice exercises have rarely been available for elementary school standardized tests. Mitzel (1971) found that with increased exposure to test-like experiences, test scores of

minority children on the Kuhlman-Anderson Battery became more reliable and stable. She concluded that in order to obtain reliable test results from minority children, opportunity should be given to these children to become familiar with the testing situation and testing materials before test administration.

Ramseyer and Cashen (1971) found that even after practice, advantaged first- and second-grade examinees were not able adequately to use separate answer sheets, while Solomon (1971) found that disadvantaged fourth-grade students' test scores were not affected by type of answer format. Working with test-naïve Israeli students, Nevo (1976) studied practice as it affected general test sophistication, specific practice effect, and item familiarization. Practice with typical questions from one type of test did not increase scores on a different type of test; practice on a test parallel to the final test paper improved scores significantly, if moderately, and practice on the same test (test-retest) improved scores considerably.

In the later 1950's, attention began to center on poor item construction, another aspect of TW. Dunn and Goldstein (1959) tried to determine whether four item-construction characteristics affected difficulty, reliability, and validity of military inductee test scores. The four

principles were inclusion versus exclusion of irrelevant cues or specific determiners, question lead versus incomplete statement as a lead, equal-length alternatives versus extra-long keyed alternatives, and consistency versus inconsistency of grammar between lead and alternatives. They found no evidence that item-writing rules had any effect on validity. Criterion measures included both ratings of future potential and results of an objective performance test. Validities did not improve when item-construction principles were followed as compared to when they were violated. Also, ability to detect correct answers through use of item-writing principles was not found to correlate with IQ.

Board and Whitney (1972) studied the effect poor item-writing practices had on test difficulty, reliability and validity. The specific poor item-writing practices studied were 1) unnecessary information included in the stem, 2) incomplete stems, 3) longer or shorter keyed options, and 4) grammatically incorrect distractors. Three tests were devised, the first a "good" test, the second employing the first two item-writing mistakes, and the third employing the last two item-writing mistakes. They found that unnecessary information in the stem, while making an item easier for poor students, hampered better students. Most students found incomplete stems more

difficult than those stems which expressed a complete idea or asked a question. While longer or shorter keyed responses did not make items easier on the whole, poor students seemed to benefit more from this fault than good students. Grammatical inconsistencies seemed to have no effect on the difficulty of an item. In summary, Board and Whitney concluded that not adhering to the above TW principles when constructing tests tended to result in test scores which blurred the difference between poorer and better students, while a "good" test (error-free test) did not. Poor test construction was also found to reduce both the reliability and the validity of the test.

McMorris, Brown, Snyder and Pruzek (1972) replicated the Dunn and Goldstein research (1959) with a different population -- high school students. Both studies attempted to examine test difficulty, reliability, and validity as they related to TW. McMorris et al. developed two social studies tests, half the items of each having stem cues, grammatical inconsistencies, or longer keyed options. A particular item was "clean" (without error) on one test and faulty on the other test. Criteria used were the N.Y. State Regents Examinations and a measure of verbal ability. Results showed that faults tended to make items easier, particularly cue and grammatical faults. Unlike Dunn and

Goldstein, inclusion of faults in the tests did not significantly affect either reliability or validity. All levels of mental ability were found to capitalize equally from faults.

Vernon (1962) dealt with what he called "method variance," or the difference in a student's test performance as a function of prior experience with objective test items. Vernon stimulated an interest in TW as a field of special inquiry with this research. He compared the reaction of British and American college students to an objective examination and found that American students did better on a reading comprehension test due to "know-how" within the method. Validity coefficients resulting from comparison of British students' grades with their reading test scores were significantly lower than American validity coefficients. British students did more poorly on the objective reading comprehension test than their American counterparts though testing significantly higher on vocabulary tests. Vernon attributed this difference to the Americans' greater familiarity and facility with objective test items. Thus, cautioned Vernon, objective testing may produce differential predictive capacities depending on the experience of the examinee with objective tests.

Significant improvement after test-taking practice was

found for the lower scoring British examinees but not for the Americans, again suggesting the impact of test-taking experience on test scores.

The term "test-wiseness" was reintroduced into the research community by Gibb in 1964 (as cited in Anderson, 1973). He studied the effects of secondary cue responses or item-construction rules on test scores and developed the first measure designed to determine level of TW within an examinee. He also demonstrated that TW could be learned by lecture. From analysis of TW literature, Gibb isolated seven secondary cues he believed gave the examinee the ability to answer a question correctly without subject matter knowledge. These cues included: similar stem-option cues, absurd options, specific determiners, more precise keyed options, longer keyed options, grammatical cues, and correct answers hidden in questions elsewhere in the test. Gibb's TW measure included 70 items, ten for each identified TW cue. An experimental group of college students was trained to recognize the seven cues, and subsequently obtained significantly higher scores on the TW test than a do-nothing control group. Gibb also concluded that there is a significant spread of reliable individual differences in TW among college students.

Millman and Setajadi (1966), inspired by Vernon, compared Indonesian and American students on three types of test items: open-ended items, good multiple-choice items and poor multiple-choice items. The Indonesian students had had no previous experience with objective tests. Scores on tests with open-ended questions were virtually alike for the two groups. While American scores were higher than Indonesian scores when good multiple-choice questions were employed, the difference between American and Indonesian scores was greatest when poor multiple-choice questions were used, emphasizing that the test-experienced American students were able to use ^{TW} cues in order to answer questions while the Indonesians were not.

In 1965, Millman, Bishop, and Ebel offered an analysis of TW which they hoped would serve as a theoretical framework for empirical investigation into the concept. The analysis popularized the term TW in the professional jargon, and much research began at this time to use the term TW rather than the specific terms (motivation, attitude, guessing, and so forth) that had been studied previously. This publication stirred interest into the area of TW under the definition put forth by Millman et al. - one similar to Dunn and Goldstein's (1959) and Gibb's (1964). TW was

defined as "a subject's capacity to utilize the characteristics and formats of the test and/or the test-taking situation to receive a high score. Test-wiseness is logically independent of the examinee's knowledge of the subject matter for which the items are supposedly measures" (Millman et al, p. 707). This definition did not include the attitudinal and motivational factors that had been studied by previous researchers.

Millman et al, found high school students able to verbalize good test-taking strategies. Reported in the same article, interviews of college students as they took objective examinations helped explain why the students chose the answers they did, again demonstrating that TW skills can be verbalized. From an analysis of the literature and the results of the above two studies, Millman et al, developed an "Outline of Test-Wiseness Principles." They categorized TW principles into two basically independent areas. "Elements independent of test constructor or test purpose" included time-using strategies, error-avoidance strategies, guessing strategies, and deductive reasoning strategies. The second category, "elements dependent upon the test constructor or purpose" included intent-consideration strategies and cue-using strategies. To gain by using strategies

in the second general area, an examinee must have had previous contact with the test constructor and have some knowledge of his views, purposes, previous tests, and idiosyncracies. As Millman et al. had hoped, this outline served as the basis for considerable exploration in later studies and therefore their work will be referred to again.

Moore, Schutz, and Baker (1966) explored the use of a self-instructional technique to teach eighth graders optimal strategies for responding to speed and power tests. By use of a study guide, experimental examinees were taught to identify and respond differentially to relevant instructions in test directions. Experimental groups were told to answer all questions if there was no penalty for guessing. If there was a penalty for guessing, the experimental groups were taught to answer all questions they knew first and only come back to guess if they had time and could eliminate more than one option. When given a speed test with a short time allotment and a penalty for guessing, the experimental group answered more questions than their control group. When two more experimental groups were given a speed or a power test in which they were told there was no penalty for guessing, both experimental groups answered more questions than their control groups. Thus, examinees were

able to make differential use of test directions according to the guessing strategies they had been taught. Using number of questions answered as the criterion, rather than number of questions answered correctly, limits the value of this study.

Using the Millman et al. (1965) outline as a basis for their study, Wahlstrom and Boersma (1968) attempted to develop good test-taking strategy by classroom instruction. Comparing posttest scores with pretest scores, they hoped to find TW examinees who obtained higher posttest gains than equally knowledgeable, test-naive students. Six research groups were formed randomly. Two control groups watched television throughout the entire 100 minute experimental session while two placebo groups read materials and heard lectures on occupational subjects. The two experimental groups heard a lesson on TW principles for 25 minutes, studied a modified "Outline of Test-Wiseness Principles" (from Millman) for 25 minutes, discussed these principles with one of the investigators for another 25 minutes and, for the last 25 minutes, studied a paper entitled "Elaboration of Selected Principles" (also from Millman).

Prior to the experimental session, each of the groups took a pretest involving social studies material. One of each of the two experimental, control, and placebo groups

took a "good" pretest while the other group took a "poor" test. The "poor" test involved the same questions as the "good" test but violated good test construction principles such as length of correct option, specific determiners, etc. as outlined in Millman. Differences between pretest and posttest scores for control and placebo groups were all non-significant. The experimental group which was first given the "good" test and at the end of the teaching session was given the "poor" test showed a significant gain in test score. No statistically significant difference in score was found for the second experimental group which had the two tests in the order of "poor" to "good", showing that the good items in the second test controlled for the effects of the newly gained test sophistication. No significant difference was found between test scores of the three groups receiving the "good" pretest. No significant differences were found between the three groups receiving the "good" posttest but there was a significant difference between control group "poor" posttest score and experimental group "poor" posttest score. Results therefore indicated that TW principles can be taught in the classroom and lead to score improvement on teacher-constructed achievement tests with poorly made multiple-choice items.

Again using Millman et al. (1965) as the basis for their study, Slakter, Koehler, and Hampton (1970a) developed a measure of four selected aspects of TW behavior. The aim of the research was to study the relationship between TW and both grade level and sex. Students in grades five through eleven were tested on measures designed to discover awareness of the role of specific determiners, stem-option similarity cues, similar options, and absurd options. Grade effects were significant with a linear trend indicated. No significant sex effects were found nor were there significant sex by grade interaction effects.

Later that year, Slakter, Koehler, and Hampton (1970b) attempted to teach TW to high school seniors by use of programmed texts. Two experimental groups were randomly formed. One was taught by programmed text to answer every item on an examination no matter whether there was a penalty for guessing or not. The second group was taught the above four aspects of TW behavior: stem-option similarity cues, absurd options, similar options, and specific determiners (from Millman). The two groups served as controls for each other. The day after studying the programmed texts and again two weeks later, subjects were administered a measure of "willingness to guess" and a measure of TW. The group which was taught always to guess was found to answer

significantly more questions both on the immediate and the delayed test, while the group taught TW principles achieved significantly higher mean TW scores both on the immediate and the delayed tests. The programmed text was not able, however, to produce a significant difference in scores for the absurd-option measurement between experimental and control groups, possibly because the absurdity of the distractors made the questions too easy for both groups. Although Moore et al. (1966) had shown that TW principles could be taught, this was the first time it was demonstrated that they could be retained over a period of time. While each of the programmed texts was able to produce a significantly greater mean score for the experimental group over the control group, a significant decrease in variance of scores was only in evidence for the group taught to answer all questions. The conclusion drawn was that teaching subjects TW techniques will not automatically lower the variability of their TW scores. However, the investigators felt that if they could produce more complete mastery of the TW principles, either through use of revised or longer texts, they might be able to achieve a reduction in total TW variation.

Oakland and Weilert (1971) used TW materials in order to improve standardized test performance of pre-school

disadvantaged children in four Headstart programs. Children used prepared materials aimed at improving general test-taking behaviors twice a week, for six weeks, while controls received no TW instruction. Significantly higher means were found for the experimental group in only two of the six subtests of the Metropolitan Readiness Test administered immediately after training was completed while on retest four months later, no significant differences remained.

Moore (1971) attempted through practice exercises to increase the performance of graduate students on the Miller Analogies Test. It was assumed that this group of students was already test-wise and that the prepared practice booklets would increase their test sophistication in the area of analogies. A significant treatment effect over a control group was found, leading the researchers to conclude that since one could teach TW to students who were already quite test-wise, then the opportunity to teach TW skills to the disadvantaged was indeed great.

In 1972, Diamond and Evans used correlational matrices to study the cognitive correlates of TW. The results supported the contention that TW is not a general trait, but rather a clue-specific one. The definition of TW used in this study was similar to Millman et al's (1965).

Researcher-made TW scale scores were correlated with Lorge-Thorndike IQs and Iowa Tests of Basic Skills achievement test scores. The total TW test score and the separate subtest scale scores (for stem-option similarity cues, specific determiners, longer or more specific keyed options, grammatical cues, and similar options) were correlated with each other and with the IQ and achievement measures. Some of the scales correlated moderately with IQ, others did not. Some of the scales correlated moderately to well with verbal aspects of the Iowa Tests while others showed low to no verbal component. These results led to the conclusion that TW is quite specific to the particular cue being investigated.

Level of risk-taking and TW was studied in a group of Chinese students by Lo and Slakter (1973). They found sex and willingness to take risks (defined as guessing when there is knowledge that there is a penalty for guessing) were unrelated. Students more experienced in test-taking skills were found to be more likely to take risks. The mean TW score for Chinese students was lower than the mean for American students.

Callenbach (1973) showed that standardized reading test scores of test-naive second-grade students could be significantly raised through instruction and practice with content-independent test-taking materials. Instruction and

practice were given in the areas of following orally administered directions, response marking, using time efficiently, and guessing. Control group children performed the same content-independent exercises but in a work-sheet rather than a testing format. While non-verbal practice materials were used, the criterion test was the Stanford Reading Test. Experimental group test mean scores and delayed test mean scores were significantly greater than control group scores. The researcher noted that instruction and testing were done by the investigator and not by the regular school staff and wondered whether experimenter bias contributed to the difference. He also wondered if improvement might have been greater if materials of reading content had been used rather than content-independent materials.

Anderson (1973) investigated the influence of instruction in TW and entering level of TW upon residual gain in TW, mental ability, deductive reasoning, and achievement test performance. College students trained in test-taking according to Millman et al's (1965) principles were found to perform significantly better on the TW posttest than an untrained control group. Anderson had hypothesized that those students who scored low in TW at the outset of the study would show significantly greater gains than those

who tested high. This was not borne out by the research as all subjects apparently improved in TW. Subjects who initially scored high in TW performed better on a mental ability test given after treatment than low TW subjects regardless of whether the high TW subjects had received instruction or not. Treatment effects, while apparent on the TW test, did not generalize to a standardized test or a teacher-made achievement test. Subjects scoring high in TW at the start of the investigation, whether they were in the experimental or control group, performed significantly better on the achievement test than the low TW subjects. Correlational data indicates a high relationship between entering level of TW and IQ, achievement, and deductive reasoning. No significant correlation between mental ability and gain in TW was discovered.

TW was examined with respect to grade differences, grade by sex interaction, and stability by Crehan, Koehler, and Slakter (1974). They compared fifth through eleventh grade TW data collected on two occasions, two years apart. As with earlier Slakter studies (1970a, 1970b), the TW measure evaluated success with stem-option similarity cues, absurd-options, similar-options, and specific determiners. Repeated measures analyses found 1) no sex by grade level interaction, 2) significant increases in TW over all grade

levels except grades nine to eleven, and 3) significant sex differences for grades six to eight only (where males demonstrated higher TW than females). KR-20 reliabilities were similar to test-retest reliabilities over the two-year period leading to the conclusion that TW was a stable characteristic over the grade levels studied. The investigators concluded that the effect of low TW on students' test scores seemed to be stable over time. Therefore, since students initially low in TW skills did not learn these skills by themselves, Crehan et al. stressed the need for programs aimed at teaching TW skills to those students.

CHAPTER THREE

METHODOLOGY

Study Sample

Fourth graders from a low socio-economic region of a large metropolitan city were chosen as the target group for this project. The experimental sample began with 21 classrooms in six elementary schools all within the same administrative area of the city. Initially 591 children were involved. In addition, an approximately equal number of children from other similar elementary schools within the same region served as a control group. All schools in the study were receiving Title I educational aid directed towards compensatory education for disadvantaged youths.

Sampling Method

The experimental sample was chosen from the attendance forms filled out by each elementary school. These attendance forms were placed randomly in an administrative folder. Schools were considered for inclusion in the experimental group in the order in which they occurred in the attendance folder. Each school was evaluated for appropriateness in the experimental group. One school was eliminated as socio-economically and intellectually different from the

other schools in the region. Another school was eliminated because it was taking part in a year long "right-to-read" project, making the school different in educational emphasis and program than the other schools in the area. A third school was eliminated because it was taking part in a number of small special projects. Fourth grade populations from schools were accepted into the experimental group until the experimental group numbered approximately six hundred children. To allow for mortality, expected to be large because of the length of the experimental treatment, a group considerably greater than the desired number of subjects (500) was initially selected.

The control group was formed later in the year to insure that the control schools would not be aware too early of their participation in the study, affording them the opportunity to do more than the usual, minimal amount of test-wiseness instruction.

The final experimental group, at the end of the study, numbered 401 children (197 females and 204 males), coming from seventeen classrooms. One classroom was eliminated from the experimental sample because it was involved in city-wide research into the educational achievement of fourth graders and testing was not comparable. The test publishing company responsible for marking the tests lost

the tests belonging to one school with three classrooms in the experimental group. The loss of these four classrooms plus normal mortality during a school year, resulted in the loss of almost two-hundred children in the experimental group.

All other schools in the administrative region were placed in the control group with the exception of the three schools mentioned above. Ten per cent of the classrooms in the region were eliminated because they were pulled into a city-wide, non-comparable achievement testing program. All mixed grade classes were eliminated. The final control group contained seventeen classrooms with a total of 410 children, 183 females and 227 males.

Experimental Procedures

Teacher Introduction and Training

The project began with a seminar for teachers conducted by the experimenter. The aim of the seminar was to introduce the cooperating teachers to the structure of the project and the anticipated objectives and to provide them with an introduction to measurement theory as it applied to their students and the CTBS.

The topics presented in the seminar were:

1. Project design - Time was spent explaining the design

of the project to the participating teachers including what was expected of them and what the anticipated results were.

2. Teacher test simulation and discussion - Teachers took part in a testing experience to serve as a basis for discussion about their personal attitudes towards taking tests, the particular pacing and guessing strategies they employed, and the methods the researcher used to set up a test-taking atmosphere conducive to optimum performance.

3. Development in children of a positive test-taking attitude - Time was spent discussing proper mental and physical preparation of students for testing.

4. Structure of the CTBS - An introduction to the specific subsections of the CTBS was presented. Included in the presentation was the general purpose of testing in the particular area and the knowledge required of the student in order to be successful in each of the subsections.

Proper interpretation of test scores was discussed.

Monthly Seminars

The experimenter met with the teachers once a month to present the materials to be used in the test simulations with the children during the following month. Both teacher introduction and training and monthly seminars were conducted separately in each of the six schools.

Test Simulations

Using materials prepared by the researcher, teachers conducted fifteen to thirty minute test simulations once a week for a period of about six months. Materials included test booklets and answer sheets, oral test directions for each exercise, explanations of the aims of the particular test simulation and suggestions on how to discuss the results with the children in order to further learning. Oral test directions were designed to be read verbatim to the students in order to simulate a test-taking atmosphere and to teach the lessons uniformly to all groups (For a copy of all test simulations, see Appendix A).

Simulation experiences included the following:

1. Practice in the mechanics of smooth test-taking such as efficient placement of materials on desktops and practice in smooth, quick page turning.
2. Practice in how to use an answer sheet. Teacher orally specified space to blacken and the child marked the answer sheet.
3. Development of smooth eye-hand coordination from reading in the test booklet to marking on the answer sheet. Test booklet instructed child as to which space to blacken.

4. Experiences simulating language peculiar to test-taking.
 - a. Practice following oral instructions.
 - b. Practice following written instructions.
5. Practice with specific formats used in each of the CTBS subsections.
6. Development of pacing and guessing strategies. How to use time wisely was emphasized.
7. Development of strategies specific to different kinds of test questions, (e.g. how to skim a story, read a question, and go back to the section of the story where the answer can be located; or how to answer a spelling question by checking the spelling of the question word first and only if necessary reading the sentence in which the spelling word is embedded).

Treatment Groups

The characteristics of the two treatment groups as distinguished by the treatment received was:

Experimental

Teacher involved in seminars aimed at developing good test-taking skills and attitudes. Children involved in teacher-led test simulation sessions weekly. Researcher observed each class in at least one test simulation during experimental period. Children took "test-wiseness test" at the first test simulation session and again a few weeks

prior to CTBS testing. The results for five classroom posttests had to be discarded because the teachers who gave these tests did not follow directions. Specifically, directions stated that teachers read the questions aloud to the children and this was not done in five classrooms. (Test questions had to be read aloud because the reading level of the test-wiseness test was above that of a number of the children in the sample.) Therefore, while there are twenty-one class scores for the experimental group on the pretest, there are only sixteen scores on the posttest.

Control

Children and teachers experienced a "do-nothing" control group experience. Children received no more instruction in test-taking skills and attitudes than is normally presented in the regular school curriculum. Children were given the "test-wiseness test" a few weeks prior to CTBS testing. Thirteen classrooms were randomly chosen from the control group to take part in the test. The thirteen classes came from five schools. The five schools were chosen randomly from the administrative attendance folder. Because of administrative difficulties, all control group "test-wiseness tests" were given by the experimenter.

Instrumentation

Test-wiseness Test

The TW test was a 26 item objective test developed by the researcher. The first eleven items dealt with test-taking attitudes and answers were marked "always," "sometimes," "never," or "I don't know." The remaining fifteen items dealt with test-taking skills with answers being marked either "true" or "false." Since reading difficulty level of the test was, in some cases, above the reading working level of the children taking the test, all test questions were read aloud by the administrator. There was no time limit to the test. (For a copy of the test and its scoring, see Appendix B.)

Achievement Test

All children took the Comprehensive Tests of Basic Skills, level 1, form T as part of the school system's regular testing program. The CTBS score used in the data analysis was the total battery score expressed in percentiles.

Report Card Marks

A second score used in correlation analysis was determined by teacher report card marks for the third marking period. For each child, a reading grade (A, B, C, D, etc.) and a reading working level (pre-primer, first reader, second reader, etc.) were obtained from the report

cards. (For an explanation of the method used to quantify grades, see Appendix C.) School grades were used because they are one of the criteria most frequently employed in determining concurrent and predictive validity of tests (Anastasi, 1976, p. 142). Reading grades were chosen because grades connected with reading have been found to correlate better with achievement tests than any other type of school grade assessment (Vernon, 1962, p. 269). Composite teacher ratings have been found to be more reliable than single ratings (Chissom, 1971). Therefore, two different reading evaluations were combined to establish this second score.

Method of Analysis

Test-wiseness Test

A one-way analysis-of-variance was performed between experimental and control means (each class average used as a single score) to examine results for significant difference in test score.

A one-way repeated measure analysis-of-variance was performed between pretest and posttest experimental group scores (each class average used as a single score) to examine results for significant difference in test score.

In order to discover what effect training in TW skills had on individual differences in TW, tests for homogeneity of variance were performed. Experimental and control group variances and pretest and posttest variances were compared by use of the two-sample homogeneity of variance test. A second check for significant differences in variance in the above two comparison groups was performed through use of Levene's test, a test for homogeneity of variance which is robust to non-normality.

Reliability of the three separate test-wiseness tests was determined through the use of the stratified alpha coefficient.

Achievement Test

A one-way analysis-of-variance was performed to compare means of control and experimental groups. Classroom means were used.

In order to discover whether validity was significantly higher as a result of TW training in the experimental group than the control group, two pooled within group correlations, one for the experimental group and one for the control group, were found. CTBS total battery scores and teacher report card marks were the two factors which were correlated. Fisher's Z was used to test for a significant difference between these two correlations.

A small to medium effect size of .20 was deemed reasonable to predict as a result of TW training. With a validity coefficient before training of .60 (a figure accepted as average for a standardized test - Anastasi, 1957; Brown, 1970) and after training of .70, with an effect size of .18 and an n of 500, power would be .88, according to Cohen's tables analyzing differences between correlation coefficients, (Cohen, 1969).

An evaluation of the reliability of the experimental and control group achievement tests was planned in order to ascertain the effect changes in reliability may have had on experimental group test validity. The data necessary to make these evaluations was originally ordered by the school administration but at the last minute canceled by them making the estimation of achievement test reliability impossible.

CHAPTER FOUR

RESULTS AND DISCUSSION

The experimental procedure outlined in the previous chapter took place over a period of six months. When all data had been collected, they were submitted to statistical analysis. This chapter reports the results of those analyses. These findings will be presented in the following order:

A. Test-wiseness Test

1. Internal consistency
2. Check for significant difference in mean test score
 - a. One-way repeated measure analysis of variance between pretest and posttest experimental group scores
 - b. One-way analysis of variance between experimental and control group TW test scores
3. Homogeneity of variance and Levene's test check for significant difference in variance
 - a. Between experimental pretest and posttest results
 - b. Between experimental and control group results

B. Achievement Test*

1. Check for significant difference in mean test score
2. Check for significant difference in validity

*These two analyses reported for both total group results and separate male and female results.

Test-wiseness Test

Internal Consistency

The internal consistency of the TW test was determined by use of the stratified coefficient alpha formula. The experimental pretest sample consisted of 63 subjects, three selected randomly (by drawing names from a hat) from each of the 21 classes. The experimental posttest sample consisted of 48 subjects, three selected randomly from each of 16 classrooms, and the control sample consisted of 39 subjects, three selected randomly from each of the 13 classes tested. The reliability coefficient for the experimental pretest group was .1541. The reliability coefficient for the experimental posttest group was .3966. The reliability coefficient for the control group was .2007. Although the internal consistency of experimental group subjects' answers was somewhat low, one effect of training seems to be a greater consistency of response to questions of test-taking attitudes and evaluation of test-taking

skills. (For a listing of subtest coefficient alphas, and subtest correlations, see Appendix D.)

Analysis of Means

On the TW test, the experimental group pretest mean was 56.999 and posttest mean was 61.9744. Using a one-dimensional repeated measures analysis-of-variance design, an F ratio of 13.49 was obtained, significant at the .05 level. (See Table I.) The experimental group mean after training was significantly higher than the pretest mean. (For a distribution of TW scores, see Appendix E.)

On the TW test, the control group mean was 57.6154 and the experimental group posttest mean was 61.9744. Using a one-way analysis-of-variance, design, an F ratio of 8.7672 was obtained, significant at the .05 level. The experimental group mean was significantly greater than the control group mean on the TW test. (See Table II.) (For a distribution of TW scores, see Appendix E.)

As expected, these results further substantiate earlier research. There will be a significantly higher mean for an experimental group after training in test-taking skills and attitudes than for an untrained group when the test used to discriminate is one designed specifically to examine the test-taking skills and attitudes taught.

TABLE I

Analysis-of-Variance Summary Table for One-Dimensional Repeated Measures Design Comparing Experimental Group Test-Wiseness Pretest and Posttest Means Including Treatment Group Means, Standard Deviations, and Homogeneity of Variance Test Results

Analysis-of-Variance Summary Table

<u>Source</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>
Treatment (A)	1	198.06	198.06	13.49*
Subjects (S)	15	219.32	14.62	
AS	15	220.16	14.68	
Total	31	637.54		

Treatment Means and Standard Deviations

<u>Treatment Group</u>	<u>Mean</u>	<u>Standard Deviation</u>
Pretest	56.9990	2.023
Posttest	61.9744	5.021

Variance Tests

<u>Two-Sample</u> <u>Homogeneity of Variance Test</u>	<u>Levene's Test</u>
6.15*	6.6271*

*Significant at the .05 level, $F_{.05}(1,15) = 4.5431$

TABLE II

One-Way Analysis-of-Variance Summary Table Comparing Experimental Group Posttest and Control Group Test-Wiseness Test Means Including Treatment Group Means, Standard Deviations, and Homogeneity of Variance Test Results

Analysis-of-Variance Summary Table

<u>Source</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>
Between groups	1	136.2816	136.2816	8.7672*
Within groups	27	419.7029	15.5445	
Total	28	555.9843		

Treatment Means and Standard Deviations

<u>Treatment Group</u>	<u>Mean</u>	<u>Standard Deviation</u>
Experimental	61.9744	5.021
Control	57.6154	1.8621

Variance Tests

<u>Two-Sample</u>	
<u>Homogeneity of Variance Test</u>	<u>Levene's Test</u>
7.2695*	4.6471*

*Significant at the .05 level, $F_{.05}(1,27) = 4.2253$

The experimental group's test responses were both more positive and more reliable than the control group's. Training seems to be the cause of this increase.

Homogeneity of Variance

Using the two-sample homogeneity of variance test to compare experimental pretest and posttest variances, an F of 6.15 was obtained, significant at the .05 level. The posttest variance was significantly greater than the pretest variance. These results were consistent with Levene's test where an F ratio of 6.6271 was obtained, significant at the .05 level.

Using the two-sample homogeneity of variance test to compare experimental posttest and control test variances, an F of 7.2695 was obtained, significant at the .05 level. The experimental posttest variance was significantly larger than the control group variance. These results were consistent with Levene's test where an F ratio of 4.6471 was obtained, significant at the .05 level.

Training in test-taking skills appears to be similar in effect to training in other areas of individual differences. With training, the variance is increased. While it is the aim of most test-taking skills projects to bring all subjects up to some hypothetical mastery level, it would seem that training is likely to benefit individuals

unequally. It is possible, though, that more extensive training than received in this study is necessary to bring all subjects to mastery level. Unless research can show otherwise, though, it must be assumed that training increases TW variance.

Achievement Test

Analysis of Means

On the CTBS, the experimental group mean was 33.1888 and the control group mean was 27.8347. Using a one-way analysis-of-variance test of class means, an F ratio of 1.8385 was obtained, non-significant at the .05 level. Training in test-taking skills was not able to effect an improvement in means on a standardized achievement test, although improvement in means had been obtained on a test designed specifically to evaluate competence in the test-taking areas taught. (See Table III.)

When only males in the experimental and control groups were considered, the results were the same. For the male experimental group, the achievement test mean was 30.2747 and for the male control group, the achievement test mean was 26.4438. Again using a one-way analysis-of-variance to compare class means, an F ratio of .7497 was obtained, non-significant at the .05 level. With males only, training did not achieve an improvement in standardized test scores over an untrained group. (See Table IV.)

TABLE III

One-Way Analysis-of-Variance Summary Table Comparing
Total Experimental and Control Groups Achievement Test Means
Including Treatment Group Means and Standard Deviations

Analysis-of-Variance Summary Table

<u>Source</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>
Between groups	1	243.6659	243.6659	1.8385*
Within groups	32	4141.1418	132.5357	
Total	33	4484.8076		

Treatment Means and Standard Deviations

<u>Treatment Group</u>	<u>Mean</u>	<u>Standard Deviation</u>
Experimental	33.1888	12.0289
Control	27.8347	10.9717

*non-significant, $F_{.05} (1, 32) = 4.1881$

TABLE IV

One-Way Analysis-of-Variance Summary Table Comparing
Male Experimental and Control Group Achievement Test Means
Including Treatment Group Means and Standard Deviations

Analysis-of-Variance Summary Table

<u>Source</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>
Between groups	1	124.4177	124.4177	.7497*
Within groups	32	5310.3745	165.9492	
Total	33	5434.7922		

Treatment Means and Standard Deviations

<u>Treatment Group</u>	<u>Mean</u>	<u>Standard Deviation</u>
Experimental	30.2747	14.3525
Control	26.4488	11.2208

*non-significant, $F_{.05}(1, 32) = 4.1881$

When only females in the experimental and control groups were considered, the results paralleled the other two analyses. On the achievement test, the female experimental group mean was 36.7482 and the female control group mean was 30.6547. Using a one-way analysis-of-variance test of classroom means, an F ratio of 1.9494 was obtained, non-significant at the .05 level. Again with females only, as with males only and total group, training in test-taking skills did not accomplish a significant increase in achievement test scores over an untrained control group. (See Table V.)

TABLE V

One-Way Analysis-of-Variance Summary Table Comparing Female Experimental and Control Group Achievement Test Means Including Treatment Group Means and Standard Deviations

<u>Analysis-of-Variance Summary Table</u>				
<u>Source</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>
Between groups	1	315.6143	315.6143	1.9494*
Within groups	32	5180.9960	161.9061	
Total	33	5496.6103		
<u>Treatment Means and Standard Deviations</u>				
<u>Treatment Group</u>	<u>Mean</u>		<u>Standard Deviation</u>	
Experimental	36.7482		13.7646	
Control	30.6547		11.5908	

*non-significant, $F_{.05 (1, 32)} = 4.1881$

Validity Analysis

The correlation between experimental group CTBS total battery scores and teacher report card marks was .6873. The correlation between control group CTBS total battery scores and teacher report card marks was .6299. Using Fisher's Z to test for a significant difference between these two correlations, a z result of 1.4994 was obtained. This result approaches significance at the .05 level. The upper-tail probability for $z = 1.4994$ is .07. It is important to note that had the planned number of subjects, 500, remained within the experimental and control groups, these same correlations would have yielded a z of 1.67, significant at the .05 level. Although these results were not significant, they do suggest further study in this area. (Intercorrelations among all tests used in this study may be found in Appendix F.)

The correlation between male experimental group CTBS total battery scores and teacher report card marks was .6539. The correlation between male control group CTBS total battery scores and teacher report card marks was .5887. Using Fisher's Z to test for a significant difference between these two correlations, a non-significant z result of 1.089 was obtained. (See Table VI.)

TABLE VI

Correlation Coefficients Showing Relationship Between CTBS and Report Card Marks for Experimental Group and Control Group Analyzed for the Total Group and for Each Sex Separately. Also Included, Results of Two-Sample Z Test for Correlation Coefficients, Analyzed for Total Group, for Males, and for Females

Correlations Between CTBS and Report Card Marks

<u>Treatment Group</u>	<u>Total</u>	<u>Males</u>	<u>Females</u>
Experimental	.6873	.6539	.6845
Control	.6299	.5887	.6721

Fisher's Z Test for Significant Difference in Correlation

	<u>Total</u>	<u>Male</u>	<u>Female</u>
Z	1.4994*	1.089*	.2222*

*non-significant

The correlation between female experimental group CTBS total battery scores and teacher report card marks was .6845. The correlation between control group CTBS total battery scores and teacher report card marks was .6721. Using Fisher's Z to test for a significant difference between these two correlations, a z of .2222 was obtained. This is non-significant.

It is not surprising to find non-significant differences between the correlations in the sex subgroups because,

given the smaller number of subjects involved in the analyses, (approximately half the size of the total group), power had dropped off from the planned .88 of the total group to approximately .51, making it much more difficult to achieve significance. It is interesting to note that while the difference in correlations between the two female groups was practically zero, the difference in correlations between the two male groups was, although non-significant, sizeable. This is interesting in light of the fact that in both the experimental group and the control group, the male achievement test score was lower than the female score with the experimental group male score virtually equal to the control group female score. Why is there a suggestion of greater difference in correlation between experimental and control group males than females? Was it their sex or the fact that they were lower scorers than females that caused the difference? Does the teacher grade more accurately at the lower extremes? Or do teachers grade boys more accurately than girls?

CHAPTER V

SUMMARY AND CONCLUSIONS

In this chapter, the problem, subjects, data and findings will be summarized from the preceding chapters. Conclusions will be drawn, implications of the study will be aired, and suggestions for further research will be presented.

Problem

This study explored the relationship between TW and the validity of standardized achievement test scores. TW has been suggested as a contributor of invalid, systematic variance to a test score. An attempt, through training, was made to reduce this invalid true score variance. Since a reduction in true score variance without a concomitant reduction in error variance should result in lowered reliability, one might expect that validity would therefore also be reduced. The assumption was made, for the purposes of this study, that test-wiseness variance functions in a manner similar to a suppressor variable. When invalid, systematic variance is decreased on a predictor, the true score relationship between predictor and criterion will be enhanced. In this way, the test becomes a "purer"

predictor of the criterion and validity is increased. In this study, reduction of invalid, systematic true score test-wiseness variance in the CTBS was thus expected to result in a higher correlation between the CTBS and teacher report card marks.

The three specific hypotheses tested were:

1. Training aimed at improving test-taking skills and attitudes will lower the test sophistication trait variance of a group receiving such training.
2. Training aimed at improving test-taking skills and attitudes will produce improved validity of standardized achievement tests for evaluating student learning.
3. Training aimed at improving test-taking skills and attitudes will produce enhanced test score means of tests measuring TW and score means of standardized achievement tests.

Subjects

Fourth graders from a low socio-economic region of a large metropolitan city made up the study sample. The city is divided into administrative regions and the sample subjects were all from one of these regions. The experimental sample at the finish of the study numbered 401 children from 17 classrooms in five schools. The control sample numbered 410 children from seventeen classrooms in nine schools.

Procedures

The 21 teachers in the experimental group attended an introductory seminar dealing with topics important to the study. Then they attended monthly seminars dealing with the specific lessons they were asked to teach. Teachers led 19 test simulations, one per week over a six-month period. Each lesson involved a practice test and children were expected to learn TW skills and attitudes through experiencing the simulations. Each test had pre-determined skills or attitudes it attempted to teach. Each teacher received each week a packet containing the test materials for the week, including a statement of the goals for the week, directions for administration of the test, test booklets for each child, and answer sheets for each child.

Data Collection

During the first week of the project, children in the experimental group received the TW pretest. At the time of the last lesson, the experimental group received the posttest. During the time of posttesting, the control group received the TW test. All children received the Comprehensive Tests of Basic Skills within a week or two after receiving the final TW test.

Statistical Procedures

With the TW test, the researcher was interested in internal consistency, means and variances. Internal consistency was determined by use of the stratified coefficient alpha formula. Experimental group pretest and posttest means were compared by use of a one-way repeated measures analysis. Experimental group posttest and control group TW test means were compared by use of a one-way analysis-of-variance design. The level of analysis was on classroom means. Homogeneity of variance was tested by use of the two-sample homogeneity of variance test and checked by Levene's test. Again the level of analysis was the classroom. Experimental pretest and posttest variances were compared and experimental posttest and control test variances were compared.

With the achievement test, the researcher was interested in means and correlations. Experimental and control group CTBS means were compared by use of a one-way analysis-of-variance. Again, classroom means were employed. Correlations between CTBS total battery percentile scores and teacher report card marks were determined through pooled within-group correlations. The two resulting correlations were compared through use of Fisher's Z test.

Results

The results of this study will be summarized by referring to the three research hypotheses outlined at the beginning of this chapter.

1. Training aimed at improving test-taking skills and attitudes will lower the test sophistication trait variance of a group receiving such training.

Experimental TW posttest variance was significantly larger than both pretest variance and control group variance.

2. Training aimed at improving test-taking skills and attitudes will produce improved validity of standardized achievement tests for evaluating student learning.

Correlation between experimental group achievement test scores and teacher report card marks was greater than the same correlation for the control group. This difference in correlation did not reach significance at the .05 level.

3. Training aimed at improving test-taking skills and attitudes will produce enhanced test score means of tests measuring TW and score means of standardized achievement tests.

Experimental group TW posttest means were significantly greater than pretest means and were also significantly greater than control group means.

Significant difference in means between experimental and control groups on the achievement test was not accomplished.

One other result, although not contained in the three hypotheses, is of interest. Although the TW test for the control group and for the experimental group pretest were both found to have low consistency coefficients, experimental posttest reliability was achieved at a moderate level.

Conclusions and Implications of the Study

This paper began with Thorndike's statement that test-wiseness was a possible source of systematic, invalid variance on a particular test. An attempt was made to show that by improving children's test-taking skills and attitudes, more valid achievement test scores would result. Replications of this study are necessary to determine if training does lead to more valid test scores. The results in this area were close to significance; replication with an even larger experimental and control group seems indicated. Mortality within a large city school system is great both through student mobility and administrative error.

What other reasons might account for the failure to obtain a significant difference in validity coefficients? Could lack of significance be the result of lack of reliability in the basic measurements? The CTBS technical manual reports a KR20 reliability of .99 but teachers' report card marks are usually not a very reliable form of measurement. Would the use of a more reliable criterion than teachers' report card marks enhance power and therefore possibly produce significant validity differences? What might be a more reliable and/or more valid criterion suitable for use in this type of study?

This study evaluated test-wiseness by examining group differences. Had individual differences been studied instead, considerably more variation would likely have resulted. It is possible that a significant difference might have occurred had the level of analysis been the individual student.

Examining the correlations between TW and both CTBS and report card marks suggests another possible explanation for failure to reach significance. The correlation between the TW test and the CTBS remained significantly greater than zero even after training. There was no significant correlation between report card marks and the TW test. As long as TW is represented to some extent in CTBS grades and

not in report card marks, validity will be suppressed.

(See Appendix F.)

Lastly, failure to reach significance may have resulted because test-wiseness may not act in a manner similar to a suppressor variable, inhibiting validity. Indeed, Thorndike's original statement may be inaccurate; test-wiseness may not be a source of invalid, systematic variance in test scores.

Further examination of this problem, with control for variables which might have contributed to or caused the resultant lack of significance in this study, is suggested in order that a more definitive answer to the theoretical issue can be obtained.

With respect to the TW test, this study replicates other studies. Training in test-taking skills and attitudes does lead to an increase in score on the test designed to assess these same skills and attitudes. That this gain in score did not generalize to a standardized achievement test is also consistent with most of the other work done in this area. Since significant gains have sometimes been made on standardized tests, further research on this issue needs to be conducted.

Would further practice in test-taking skills and attitudes yield a significant improvement in standardized

test scores? Would a different type of training lead to significant results? Would significant gains have been realized if classroom instruction had been given by a measurement expert? Are there too many other variables active in producing the test scores of inner-city children to expect an improvement only through test-taking skills and attitude training? For significant improvement to be accomplished, is it necessary to work on all areas affecting test scores simultaneously and not simply test-taking skills and attitudes?

This study lends support to the idea that test-taking skill and attitude variance increases with training. Most projects in this area are undertaken with the assumption that training will make individuals more similar in this skill. With test-taking skills and attitude variance increasing through training, one might expect that validity would decrease, and yet it would appear in this study that validity may have actually increased. It is necessary to discover what specifically has been taught that has led to the near significant increase in validity. Does the improvement of all subjects in test-taking skills and attitudes supercede in effect the increase in variance? Is there a certain minimal level of skill necessary to insure that test-wiseness does not affect test score?

Does proficiency beyond this minimal level not have an effect on test score? Or can even greater validity be attained through further training which realizes higher TW ability or lower variance?

The TW posttest consistency coefficients of the experimental group were moderate while the pretest and control group TW coefficients were low. What happened during the experimental process that led to this result? Do children who are involved in a skills improvement program of this sort think more about their attitudes in this area than those who are not? Do children who have not had the chance to think about testing not know, at this age when they have experienced little standardized testing, how they feel about the testing experience? The experimental children seem to have been forced to evaluate their feelings and learn skills leading to more positive results. Would a researcher find reliable responses to a TW test from an older control group that had been faced with taking standardized tests often enough to have established an attitude and a set of skills (useful or not) towards tests? Does lack of internal consistency result from inexperience or from some other factor in the training that separates the experimental posttest results from both the pretest results and control test results?

Suggestions for Further Research

Experimental work in the field, by its very nature, will always entail less control than a project conducted in the confines of the experimental laboratory. Nonetheless, a project of this nature would have been impossible in a laboratory setting, and, even with the attendant imperfections of the situation, near-significant results were achieved.

The loss of control, however, led to at least two problems which will, hopefully, not recur with replication. A substantial number of tests were lost, affecting the level of statistical power. In addition, the unavailability of the necessary data to determine achievement test reliability prevented full exploration of the change in validity as a result of TW training.

This research should be replicated with larger experimental and control groups to allow for substantial mortality. A more reliable and/or more valid criterion of achievement than teachers' grades might be used. A different research design might allow for study of individual rather than group differences. Controlling for these variables with replication might produce a more definitive answer to the validity question.

Further study of the effects of TW training on the internal consistency of TW test scores should be undertaken. Some TW tests have been shown to be moderately reliable (Slakter, Koehler, and Hampton, 1970, Anderson, 1973) for upper-grade and college students, but never before has the internal consistency of untrained versus trained TW test results been examined and never before have internal consistency results from children as young as fourth graders been explored. It is necessary to replicate this study to see if trained and untrained groups again can be distinguished by the consistency of their answers.

TW variance increased as a result of training. Additional research should focus on the question of whether it might ever be possible to help all individuals reach a mastery level in this skill, as most TW training programs are based on this premise.

A significant gain in standardized achievement test scores was not accomplished in this research. The possibility that significant gains in inner-city means can only result from TW training plus intensive educational instruction and proper health and nutritional care at time of testing is open to exploration. Low inner-city test scores, while partially a function of low levels of

TW, also may be affected by other variables and a significant improvement may be possible only when many of the variables affecting test score are addressed concurrently.

TW is thought of as a trait that occurs at different levels in all ages, all intellectual groups, and all different types of socio-economic populations. To make any generalized statement on the relationship between TW and validity, it will be necessary that this problem be studied with many different types of populations. This research, dealing with inner-city fourth graders, must be considered only a beginning.

APPENDIX A

SCHEDULE, BY WEEK, OF CLASSROOM ACTIVITIES IN
TEST-TAKING PROJECT AND SAMPLE OF MATERIALS
SUPPLIED TO TEACHER FOR ALL LESSONS

1. Test-wiseness test -- experimental group only
2. Responding to numbers read orally -- Lesson 1
3. Responding to written numbers -- Lesson 2
4. Reading vocabulary -- Lesson 3
5. Reading comprehension -- Lesson 4
6. Spelling -- Lesson 5
7. Reading comprehension -- Lesson 6
8. Language mechanics -- Lesson 7
9. Language expression -- Lesson 8
10. Language expression -- Lesson 9
11. Reading vocabulary -- guessing -- Lesson 10
12. Mathematics computation -- Lesson 11
13. Mathematics concepts and applications -- Lesson 12
14. Language mechanics -- Lesson 13
15. Language expression -- Lesson 14
16. Spelling -- Lesson 15
17. Reading comprehension -- Lesson 16
18. Reading vocabulary -- Lesson 17
19. Mathematics concepts and applications -- Lesson 18
20. Reading comprehension -- Lesson 19
21. Test-wiseness test -- experimental and control groups
22. CTBS

Note to teacher

OBJECTIVES BEHIND PRACTICE TEST ONE

1. To introduce the goals of these test experiences to the children
2. To instruct children in how to use an answer sheet

SUGGESTIONS

As the children are working on the task and you are reading the instructions, walk around the room. Watch them work and try to discover children who are spending too much time filling in the answer space in an effort to be neat or complete. All that is needed is a few up and down strokes. Do not sharpen the children's pencils before they take the tests. A dull point covers more of the circle in less time. The entire circle does not have to be filled in so long as the mark is dark and heavy. Time spent filling in circles can be better used answering questions.

Look through the test scores that the children receive. If any one is especially low, talk to the child privately to see if you can discover why he did poorly. Try to correct his problem. Few if any children should have problems with this lesson. They must be able to use an answer sheet properly before they can move on to the next lesson.

TEACHER'S MANUAL OF DIRECTIONS

Note: The words in capital letters are to be read aloud. Do not change the wording when giving the practice test. Read the directions several times before you give the test so that you will be able to say them in a natural, helpful way. The sentences in parentheses tell you things you should do. Follow the suggestions; do not read them aloud.

PLEASE CLEAR YOUR DESKS.

(Everything should be off the children's desks so that the practice test has the same atmosphere as a real test. For the same reason, hang a do not disturb sign on your door.)

DURING THIS YEAR, WE WILL BE PRACTICING TAKING TESTS. PEOPLE TAKE TESTS ALL THROUGH THEIR LIFE; IN SCHOOL, TO GET JOBS, TO GET INTO COLLEGE. BUT MANY PEOPLE DO POORLY ON TESTS, NOT BECAUSE THEY CANNOT ANSWER THE QUESTIONS, BUT BECAUSE THEY ARE AFRAID. AT THE END OF THE YEAR, YOU WILL BE TAKING A TEST TO SHOW HOW WELL YOU CAN USE CERTAIN BASIC SKILLS THAT ARE IMPORTANT TO YOU IN MANY THINGS YOU DO EVERY DAY. WE WILL PRACTICE TAKING TESTS SO THAT YOU WILL KNOW WHAT TO EXPECT ON THIS TEST. SOMETHING UNKNOWN OR DIFFERENT IS FRIGHTENING -- PRACTICE WILL MAKE THE TEST LESS SCAREY.

ALSO, THERE ARE TRICKS YOU CAN LEARN WHICH WILL HELP YOU TO DO BETTER ON TESTS. WE WILL PRACTICE THESE TRICKS SO THAT YOU CAN USE THEM ON THE REAL TEST.

SOMETIMES A PERSON DOESN'T UNDERSTAND A TEST'S DIRECTIONS AND HE GETS A QUESTION WRONG EVEN THOUGH HE KNOWS THE RIGHT ANSWER. WE WILL TAKE PRACTICE TESTS USING THE SAME DIRECTIONS AS THOSE ON THE REAL TEST SO THAT YOU CAN FIND OUT IF YOU UNDERSTAND THE DIRECTIONS BEFORE YOU HAVE TO TAKE THE REAL TEST.

TAKING A TEST CAN BE FUN IF YOU KNOW WHAT TO DO, YOU ARE NOT SCARED AND YOU TRY YOUR VERY BEST. THEN THE SCORE ON THE TEST WILL SHOW US HOW VERY MUCH YOU'VE LEARNED, WHAT YOU'RE GOOD AT, AND WHAT YOU MIGHT NEED SPECIAL HELP IN.

TODAY WE WILL PRACTICE USING AN ANSWER SHEET. WHEN YOU GET YOUR ANSWER SHEET, WRITE YOUR NAME ON THE SIDE.

(Point to the blank space on the right hand side. Hand out answer sheets to each child.)

(Hold up a copy of the answer sheet and point to test 1.)

FIND THIS PART OF YOUR ANSWER SHEET. BE SURE THAT YOU CAN SEE "TEST 1". USE THIS SECTION FOR TODAY'S PRACTICE TEST.

THIS TEST WILL SHOW HOW WELL YOU CAN USE AN ANSWER SHEET.

EACH OF THE ITEMS IN THIS TEST HAS FOUR ANSWER CHOICES. ONLY ONE ANSWER IS CORRECT. WHEN YOU HAVE DECIDED WHICH ANSWER IS CORRECT, MARK THE CORRECT ANSWER ON YOUR ANSWER SHEET. MARK ONLY ONE ANSWER FOR EACH ITEM. MAKE YOUR MARKS DARK AND CLEAR. MAKE ONE HEAVY DOT IN THE CENTER OF YOUR ANSWER CIRCLE. DO NOT SPEND A LOT OF TIME BLACKENING IN THE SPACE AS YOU MUST WORK FAST ON A TEST LIKE THIS. YOU DO NOT HAVE TO HAVE THE WHOLE ANSWER CIRCLE BLACKENED IN.

DO NOT MAKE MARKS ANYWHERE ELSE BUT THE ANSWER CIRCLE. ACCIDENTAL MARKS MAY MAKE OTHER ANSWERS WRONG. IF YOU MAKE A MISTAKE OR WANT TO CHANGE AN ANSWER, ERASE YOUR FIRST ANSWER COMPLETELY. IF YOU LEAVE A LITTLE BIT OF BLACK, THE MACHINE THAT MARKS YOUR PAPER WILL NOT BE ABLE TO TELL WHICH ANSWER YOU WANT. IT WILL MARK THE QUESTION WRONG. (Draw a sample question on the black board like the one below.)



ALTHOUGH YOU MEANT TO ERASE B COMPLETELY, SOME OF THE MARK REMAINS. THE MACHINE WILL MARK THE ITEM WRONG BECAUSE BOTH B AND D ARE MARKED.

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LOOK AT ITEM A. IT IS A PRACTICE QUESTION. I AM GOING TO CALL OUT AN ANSWER. I WANT YOU TO FILL IN THE CIRCLE I CALL OUT.

QUESTION A. FILL IN THE SPACE NUMBERED 3.

(Walk around the room and see that each child has responded correctly.)

ARE THERE ANY QUESTIONS? IF YOU DO NOT UNDERSTAND WHAT YOU ARE TO DO, RAISE YOUR HAND. YOU MUST ASK NOW. WHEN THE TEST BEGINS, I CANNOT ANSWER YOUR QUESTIONS.

WE WILL BEGIN THE TEST WITH ITEM ONE. FIND ITEM ONE.

QUESTION 1. FILL IN THE SPACE NUMBERED 2.

(Be sure each child has finished before reading the next item. Encourage slow children to mark faster. They are probably being too careful about marking in the circle. Walk around the room as you read the items to make sure the children are responding correctly and are on the right number.)

QUESTION 2. FILL IN THE SPACE NUMBERED 6.

ARE YOU FILLING IN THE CENTER WITH ONE HEAVY DOT? DO NOT TAKE TOO MUCH TIME MARKING YOUR ANSWERS.

QUESTION 3. FILL IN THE SPACE NUMBERED 4.

(Use a file card or a blank sheet of paper to keep your place below.)

QUESTION 4. FILL IN THE SPACE NUMBERED 5.

QUESTION 5. FILL IN THE SPACE NUMBERED 2.

QUESTION 6. FILL IN THE SPACE NUMBERED 8.

QUESTION 7. FILL IN THE SPACE NUMBERED 1.

QUESTION 8. FILL IN THE SPACE NUMBERED 7.

QUESTION 9. FILL IN THE SPACE NUMBERED 2.

(Watch the children and make sure none is spending too much time marking.)

ARE YOU MAKING YOUR MARKS CLEAR AND DARK AND NOT SPENDING TOO MUCH TIME MARKING?

- QUESTION 10. FILL IN THE SPACE NUMBERED 5.
 QUESTION 11. FILL IN THE SPACE NUMBERED 1.
 QUESTION 12. FILL IN THE SPACE NUMBERED 8.
 QUESTION 13. FILL IN THE SPACE NUMBERED 2.
 QUESTION 14. FILL IN THE SPACE NUMBERED 7.
 QUESTION 15. FILL IN THE SPACE NUMBERED 3.
 QUESTION 16. FILL IN THE SPACE NUMBERED 6.
 QUESTION 17. FILL IN THE SPACE NUMBERED 2.
 QUESTION 18. FILL IN THE SPACE NUMBERED 5.
 QUESTION 19. FILL IN THE SPACE NUMBERED 4.
 QUESTION 20. FILL IN THE SPACE NUMBERED 7.

STOP

NOW WE ARE GOING TO CORRECT THESE TESTS. I AM ONLY INTERESTED IN SCORES FROM TESTS SO THAT I CAN MAKE SURE YOU UNDERSTAND THE LESSON. I WILL NOT KEEP A RECORD OF THE SCORES YOU MAKE ON THESE PRACTICE TESTS.

IF YOU HAVE AN ITEM WRONG, PUT A LINE THROUGH THE ITEM NUMBER LIKE THIS:

(Write the following of the board:

1 0 0 0 0)

(Read the answers according to the following pattern:)

QUESTION 4. 3 IS RIGHT

QUESTION 1. 2 IS RIGHT.

QUESTION 2. 6 IS RIGHT.

3.4	8.7	13.2	18.5
4.5	9.2	14.7	19.4
5.2	10.5	15.3	20.7
6.8	11.1	16.6	
7.1	12.8	17.2	

COUNT THE NUMBER YOU HAVE CORRECT. WRITE THAT NUMBER NEXT TO CTBS.

(Point to CTBS on the right hand side of Test 1.) THAT WILL BE ALL FOR TODAY. WE WILL PRACTICE MORE NEXT WEEK SO THAT YOU WILL DO BETTER ON TESTS

Note to teacher

OBJECTIVES BEHIND PRACTICE TEST TWO

1. This lesson begins to develop the eye-hand coordination necessary in working with a test booklet and answering on a separate answer sheet.
2. Children will practice an organized procedure for answering questions. They will be practicing, in order, the steps of:
 - a) selecting the correct answer choice (in this first lesson, the correct answer will be given to them)
 - b) identifying the exact number of the question and the number of the answer
 - c) locating the corresponding space on the answer sheet
 - d) filling in the space on the answer sheet
3. Children will learn the proper placement of test booklet and answer sheet. Students will keep the answer sheet on the side of the desk near the hand they write with to allow them to mark the answer sheet without reaching across the booklet.
4. Children have a great deal of difficulty keeping their place. They will learn how to use a blank piece of paper as a marker.
5. Children do their best on a test when they see that others care about the work they do. You will begin to develop in the children the desire to do well.

TEACHER'S MANUAL OF DIRECTIONS

Note: The words in capital letters are to be read aloud. Do not change the wording when giving the practice test. Read the directions several times before you give the test so that you will be able to say them in a natural, helpful way. The sentences in parentheses tell you things you should do. Follow the suggestions; do not read the suggestions aloud.

(Give out a test booklet. and answer sheet to each child.)

RAISE THE HAND YOU WRITE WITH. TAKE YOUR ANSWER SHEET AND PUT IT ON THE SIDE OF YOUR DESK NEAREST THE HAND YOU WRITE WITH. (Hold up an answer sheet) PUT THE TEST BOOKLET ON THE OTHER SIDE OF YOUR DESK. (Hold up a test booklet.) Check to see that the children have placed the answer sheet and test booklet on the proper side of their desk.)

TODAY WE ARE GOING TO PRACTICE READING IN A TEST BOOKLET TO FIND OUT THE ANSWERS TO MARK ON OUR ANSWER SHEET.

WE WILL BE WORKING ON THE ANSWER SHEET IN THE SECTION MARKED TEST 2. SEE IF YOU CAN FIND THIS SECTION.

(Point to the proper place on the answer sheet for test 2.)

(Give out to each child a blank piece of paper to be used as a marker.)

WE WILL USE THIS EXTRA PIECE OF PAPER AS A MARKER. PLACE YOUR MARKER ON THE TEST BOOKLET SO THAT THE ONLY QUESTION SHOWING IS QUESTION A. READ SILENTLY ALONG WITH ME AS I READ.

"A. FILL IN THE SPACE NUMBERED 3."

WHAT IS THE QUESTION NUMBER AND ANSWER CHOICE?

(Call on a child to respond with the answer question A, answer 3.
If he forgets to mention the question number, remind him to say
question A, ans. 3.)

THAT'S RIGHT. WE MUST REMEMBER QUESTION A, ANSWER 3.

LOOK AT YOUR ANSWER SHEET. THE CORRECT ANSWER IS QUESTION A,
ANSWER 3. FIND QUESTION A. FILL IN ANSWER 3.

DID YOU MAKE YOUR MARK HEAVY AND DARK? DO NOT SPEND TOO MUCH TIME
MARKING YOUR ANSWER. BE SURE TO ERASE ANY MARKS YOU DO NOT WANT.

MOVE YOUR MARKER DOWN TO QUESTION 1. READ ALONG SILENTLY WITH ME
AS I READ. "1. FILL IN THE SPACE NUMBERED 2." WHAT IS THE QUESTION
NUMBER AND CORRECT ANSWER CHOICE?

(Call on a child to respond with the answer question 1, answer 2.)

THAT'S RIGHT. WE MUST REMEMBER QUESTION 1, ANSWER 2. IT IS IMPORTANT
TO REMEMBER THE QUESTION NUMBER AND THE ANSWER NUMBER.

LOOK AT THE ANSWER SHEET. THE CORRECT ANSWER IS QUESTION 1, ANSWER 2.
FIND QUESTION 1. FILL IN ANSWER 2.

MOVE YOUR MARKER ON THE TEST BOOKLET DOWN TO QUESTION 2. READ ALONG
WITH ME AS I READ.

"2. FILL IN THE SPACE NUMBERED 7."

WHAT IS THE QUESTION NUMBER AND THE CORRECT ANSWER CHOICE?

(Call on a child to respond with the answer question 2, answer 7.)

THAT'S RIGHT WE MUST REMEMBER QUESTION 2, ANSWER 7. IT IS IMPORTANT TO
REMEMBER THE QUESTION NUMBER AND THE ANSWER NUMBER. SAY THE QUESTION
NUMBER AND THE ANSWER NUMBER TO YOURSELF BEFORE YOU MOVE TO THE ANSWER
SHEET. THEN YOU WON'T FORGET THEM WHEN IT IS TIME TO MARK YOUR ANSWER.
QUESTION 2, ANSWER 7.

LOOK AT THE ANSWER SHEET. THE CORRECT ANSWER IS QUESTION 2, ANSWER 7.
FIND QUESTION 2. FILL IN ANSWER 7.

MOVE YOUR MARKER ON THE TEST BOOKLET DOWN TO QUESTION 3. READ
ALONG WITH ME AS I READ.

"3. FILL IN THE SPACE NUMBERED 1."

WHAT IS THE QUESTION NUMBER AND THE CORRECT ANSWER CHOICE?

(Call on a child to respond with the answer question 3, answer 1.)

THAT'S RIGHT. WE MUST REMEMBER QUESTION 3, ANSWER 1. IT IS IMPORTANT
TO REMEMBER THE QUESTION NUMBER AND THE ANSWER NUMBER. SAY THE QUESTION
NUMBER AND THE ANSWER NUMBER TO YOURSELF BEFORE YOU MOVE TO THE ANSWER
SHEET. THEN YOU WON'T FORGET THEM WHEN IT IS TIME TO MARK YOUR ANSWER.
QUESTION 3, ANSWER 1.

LOOK AT THE ANSWER SHEET. THE CORRECT ANSWER IS QUESTION 3, ANSWER 1.
FIND QUESTION 3. FILL IN ANSWER 1.

ARE THERE ANY QUESTIONS? IF YOU DO NOT UNDERSTAND WHAT YOU ARE TO
DO, RAISE YOUR HAND.

DO NOT START UNTIL I TELL YOU TO DO SO. WHEN I DO, YOU WILL
CONTINUE TO ANSWER EVERY ITEM, BEGINNING WITH ITEM 4 BELOW. WHEN YOU
COME TO THE WORD "STOP", GO BACK TO THE BEGINNING OF THE TEST AND CHECK
OVER YOUR WORK UNTIL I TELL YOU TO STOP WORKING.

WORK VERY CAREFULLY. TRY TO DO YOUR VERY BEST. SHOW ME THAT YOU
CAN DO A GOOD JOB.

ARE THERE ANY QUESTIONS?

FIND ITEM 4 IN YOUR TEST BOOK. BEGIN.

(Start timing, and record the time on this line:

starting time

Add 5 minutes and record the time on this line:

+5

stopping time

(As the children are working, walk around the room. Check the following things:

1. Are the children using the markers correctly?
2. Are the children spending too much time or being too careful filling in the answer circles?
3. Are the children moving back and forth from the test booklet to answer sheet with ease? Note names of children who seem to have difficulty doing this. Perhaps they can have more practice with the same test at another time.)

(At the stopping time, say:)

STOP. THIS IS THE END OF TODAY'S TEST. MAKE SURE ALL YOUR MARKS ARE HEAVY AND DARK AND THAT YOU HAVE COMPLETELY ERASED ANY MARKS THAT YOU DO NOT WANT.

NOW WE WILL CORRECT THE TEST. IF YOU HAVE AN ITEM WRONG, PUT A LINE THROUGH THE ITEM NUMBER LIKE THIS:

(Write the following on the board: ~~1~~ 0 0 0 0)

(Read the answers according to the following pattern.)

QUESTION A, ANSWER 3.	5. 2	10. 5	15. 1	20. 7
QUESTION 1, ANSWER 2.	6. 7	11. 4	16. 6	21. 3
QUESTION 2, ANSWER 7.	7. 4	12. 6	17. 2	22. 5
QUESTION 3, ANSWER 1.	8. 8	13. 2	18. 8	23. 1
QUESTION 4, ANSWER 8.	9. 3	14. 7	19. 4	24. 6

COUNT THE NUMBER YOU HAVE CORRECT. WRITE THAT NUMBER NEXT TO CTBS.

(Point to CTBS on the right hand side of test 2.)

THAT WILL BE ALL FOR TODAY. DID YOU TRY YOUR HARDEST? I HOPE SO.

WE WILL PRACTICE MORE NEXT WEEK SO THAT YOU WILL DO BETTER ON TESTS.

TEST BOOKLET

- A. Fill in the space numbered 3.
1. Fill in the space numbered 2.
 2. Fill in the space numbered 7.
 3. Fill in the space numbered 1.
 4. Fill in the space numbered 8.
 5. Fill in the space numbered 2.
 6. Fill in the space numbered 7.
 7. Fill in the space numbered 4.
 8. Fill in the space numbered 8.
 9. Fill in the space numbered 3.
 10. Fill in the space numbered 5.
 11. Fill in the space numbered 4.
 12. Fill in the space numbered 6.
 13. Fill in the space numbered 2.
 14. Fill in the space numbered 7.
 15. Fill in the space numbered 1.
 16. Fill in the space numbered 6.
 17. Fill in the space numbered 2.
 18. Fill in the space numbered 8.
 19. Fill in the space numbered 4.
 20. Fill in the space numbered 7.
 21. Fill in the space numbered 3.
 22. Fill in the space numbered 5.
 23. Fill in the space numbered 1.
 24. Fill in the space numbered 6.

Note to teacher

OBJECTIVES BEHIND PRACTICE TEST THREE

1. This lesson introduces the format used to test reading vocabulary. Often a child will miss a set of questions, not because they do not know the answer, but because they don't understand the question. Practice working on questions phrased in the same way as the questions on the actual test will insure that the questions won't be answered incorrectly due to misunderstanding the question.

2. In a standardized test that is timed, speed is very important. The more questions answered, the greater the possibility for a high score. Sometimes, children come to a question that they find hard and spend a long time trying to figure out the answer. This takes time away from the total time they will have to complete the test. They may never have time to get to answer questions in the latter part of the test that they could have answered correctly. Good test-taking habits require that they make a note of a difficult question and come back to it after they have completed the entire test. The children will practice this skill for the first time during this lesson.

Questions 5, 8, 11, & 16 of this test are geared to a much higher reading level than second grade. These are the questions that the children should have the most trouble with and will probably note on their marker to return to after they have completed all the questions.

3. The major problem with having children skip hard questions is that they are likely to forget to skip a space on the answer sheet when they skip a question. Having the children say the question number and the answer number should help remind them of where to put their answers to allow for the skipped item. In future lessons, the child will be encouraged to make an educated guess if at all possible on the question and will therefore

rarely need to skip a space. If they have made a guess, then they will not need to skip a space.

TEACHER'S MANUAL

(Give out a test booklet, marker, and answer sheet to each child.)

RAISE THE HAND THAT YOU WRITE WITH. TAKE YOUR ANSWER SHEET AND PUT IT ON THE SIDE OF YOUR DESK NEAREST THE HAND YOU WRITE WITH. PUT THE TEST BOOKLET ON THE OTHER SIDE OF YOUR DESK.

TODAY WE WILL LEARN WHAT TO DO WHEN A TEST HAS SOME EASY AND SOME HARD QUESTIONS. THE TESTS YOU TAKE ARE NOT JUST GIVEN TO FOURTH GRADERS. FIFTH GRADERS AND THIRD GRADERS ALSO TAKE THE SAME TESTS. BECAUSE OF THAT, SOME QUESTIONS WILL BE EASY FOR YOU AND SOME WILL BE HARD. I DO NOT EXPECT YOU TO GET ALL THE QUESTIONS RIGHT. WHAT WOULD THERE BE LEFT FOR YOU TO ANSWER IN THE FIFTH GRADE THEN?

THERE IS A GOOD WAY TO WORK ON A TEST THAT HAS BOTH HARD AND EASY QUESTIONS. WE WILL PRACTICE THAT TODAY.

WHEN YOU TAKE TESTS, YOU ARE TIMED. YOU ARE ONLY ALLOWED A CERTAIN AMOUNT OF TIME TO FINISH. IF YOU SPEND TOO MUCH TIME ON A HARD QUESTION, YOU MAY NOT HAVE TIME TO FINISH THE TEST. SOME OF THE QUESTIONS YOU DID NOT HAVE TIME TO DO MAY HAVE BEEN VERY EASY. IT IS BETTER TO ANSWER ALL THE EASY QUESTIONS ON A TEST FIRST AND THEN DO THE HARD ONES.

WHEN YOU COME TO A HARD QUESTION, WRITE THE NUMBER OF THAT QUESTION DOWN ON YOUR MARKER. DO NOT SPEND TIME TRYING TO READ THE HARD WORDS OR TRYING TO ANSWER HARD QUESTIONS. WRITE THE NUMBER OF THE HARD QUESTION DOWN ON YOUR MARKER AND THEN IF YOU HAVE TIME AFTER YOU HAVE ANSWERED ALL THE EASY QUESTIONS, YOU CAN LOOK AT THE NUMBERS ON YOUR MARKER TO FIND OUT WHICH QUESTIONS YOU NEED TO GO BACK AND WORK ON.

TODAY'S TEST WILL BE A READING VOCABULARY TEST.

LOOK AT THE DIRECTIONS FOR THE READING VOCABULARY TEST AT THE TOP

OF YOUR TEST BOOKLET. READ THE DIRECTIONS SILENTLY WHILE I READ THEM ALOUD.

"THIS TEST WILL SHOW HOW WELL YOU KNOW THE MEANINGS OF WORDS."

"LOOK AT THE WORD WITH THE LINE UNDER IT. THEN READ THE WORDS BELOW IT. CHOOSE THE WORD THAT MEANS THE SAME, OR ABOUT THE SAME AS THE WORD WITH THE LINE UNDER IT. FILL IN THE SPACE THAT GOES WITH THE ANSWER YOU CHOOSE."

PLACE YOUR MARKER SO THAT ALL YOU CAN SEE IS THE SAMPLE ITEM.

LET'S LOOK AT THE SAMPLE ITEM. IT SAYS:

"PRETTY KITTEN." KITTEN HAS A LINE UNDER IT. THE FOUR ANSWER CHOICES ARE: 1. COW 2. CAT 3. GOAT 4. BUNNY. WHICH OF THE FOUR CHOICES HAS ABOUT THE SAME MEANING AS KITTEN?

(Call on a child to give the answer.)

THAT'S RIGHT. THE CORRECT ANSWER IS CAT. THE RIGHT ANSWER CIRCLE IS MARKED. IT IS NUMBER 2, CAT. CAT MEANS THE SAME, OR ABOUT THE SAME, AS KITTEN.

MOVE YOUR MARKER DOWN SO THAT YOU CAN SEE ITEM A.

LET'S LOOK AT ITEM A. IT SAYS: "START TO PLAY" START IS UNDERLINED. THE FOUR ANSWER CHOICES ARE: 1. LIKE 2. RUN 3. BEGIN 4. GO WHICH OF THE FOUR CHOICES HAS ABOUT THE SAME MEANING AS START?

(Call on a child for the answer.)

THAT'S RIGHT. BEGIN IS CORRECT. BEGIN IS NUMBER THREE. LOOK ON YOUR ANSWER SHEET FOR TEST 2.

(Point to test 2 on the answer sheet.)

FILL IN QUESTION A, NUMBER 3. REMEMBER TO SAY THE QUESTION NUMBER AND THE ANSWER NUMBER TO YOURSELF BEFORE YOU LOOK AT THE ANSWER SHEET.

LET'S LOOK AT ITEM 1. IT SAYS: "KIND MAN" WHICH OF THE FOUR

CHOICES HAS ABOUT THE SAME MEANING AS KIND? FILL IN THE SPACE THAT GOES WITH THE ANSWER YOU CHOOSE.

(Give children time to fill in answer.)

WHAT ANSWER DID YOU CHOOSE?

(Call on a child for the answer.)

THAT'S RIGHT. NICE IS THE CORRECT ANSWER. YOU SHOULD HAVE FILLED IN THE SPACE THAT GOES WITH THE WORD NICE BECAUSE NICE HAS ABOUT THE SAME MEANING AS KIND. NICE IS NUMBER FOUR. YOU SHOULD HAVE FILLED IN QUESTION 1, NUMBER 4 ON YOUR ANSWER SHEET.

REMEMBER TO SAY THE QUESTION NUMBER AND THE ANSWER NUMBER TO YOURSELF BEFORE YOU LOOK AT THE ANSWER SHEET.

ARE THERE ANY QUESTIONS? IF YOU DO NOT UNDERSTAND WHAT TO DO, RAISE YOUR HAND.

(Answer any questions.)

DO NOT START UNTIL I TELL YOU TO DO SO. WHEN I DO, YOU WILL CONTINUE TO ANSWER EVERY ITEM BEGINNING WITH ITEM 2 BELOW. WHEN YOU COME TO A HARD QUESTION, DO NOT SPEND TOO MUCH TIME ON IT. WRITE THE NUMBER OF THE HARD QUESTION DOWN ON YOUR MARKER. REMEMBER, IF YOU HAVE SKIPPED A QUESTION AND WRITTEN ITS NUMBER DOWN ON YOUR MARKER, YOU MUST ALSO SKIP THAT SPACE ON THE ANSWER SHEET. IF YOU ARE SAYING THE QUESTION NUMBER AND THE ANSWER NUMBER TO YOURSELF BEFORE YOU GO TO THE ANSWER SHEET, THAT WILL REMIND YOU TO SKIP A SPACE ON THE ANSWER SHEET. IF YOU HAVE TIME, GO BACK AND TRY TO ANSWER THE HARD QUESTIONS THAT YOU SKIPPED. YOU CAN FIND OUT WHICH ONES YOU SKIPPED BY LOOKING AT THE NUMBERS YOU WROTE DOWN ON YOUR MARKER. NOW THAT YOU HAVE ANSWERED ALL THE EASY QUESTIONS ON THE TEST, YOU CAN SPEND MORE TIME ON EACH OF THE HARD QUESTIONS WITHOUT WORRYING THAT YOUR TIME WILL RUN OUT.

WHEN I SAY START, BEGIN WITH ITEM 2. FOLLOW THE DIRECTIONS AT THE BOTTOM OF EACH PAGE. THEY WILL EITHER SAY GO ON TO THE NEXT PAGE OR STOP. WHEN YOU COME TO THE WORD STOP, GO BACK AND WORK ON THE HARD QUESTIONS THAT YOU SKIPPED.

WORK VERY CAREFULLY. TRY TO DO YOUR BEST. SHOW ME THAT YOU CAN DO A GOOD JOB.

FIND ITEM 2 IN YOUR TEST BOOK. BEGIN.

Start timing and record the time on this line

starting time

+10

Add 10 minutes and record the time on this line

stopping time

As the children are working, check the following things:

1. Are the children using their marker to keep their place?
2. Are the children writing down the numbers of the hard questions as they come to them? Questions 5, 8, 11, and 16 are much more difficult than the others.
3. Check to see if the children have skipped a space on the answer sheet for every hard question they have noted on their marker.
4. Check to see that the test booklet and the answer are on the correct side of the children's desks and that no child is reaching across the test booklet to mark the answer sheet.

(At the stopping time, say:)

STOP. THIS IS THE END OF TODAY'S TEST. MAKE SURE ALL YOUR MARKS ARE HEAVY AND DARK AND THAT YOU HAVE COMPLETELY ERASED ANY MARKS THAT YOU DO NOT WANT.

NOW WE WILL CORRECT THE TEST. IF YOU HAVE AN ITEM WRONG, PUT A LINE THROUGH THE ITEM NUMBER.

QUESTION A, ANSWER 3.	5. 3	10. 6	15. 4
QUESTION 1, ANSWER 4.	6. 6	11. 1	16. 7
QUESTION 2, ANSWER 8.	7. 2	12. 5	17. 2
QUESTION 3, ANSWER 2.	8. 8	13. 1	18. 8
QUESTION 4, ANSWER 5.	9. 4	14. 7	19. 3
			20. 6

COUNT THE NUMBERS YOU HAVE CORRECT. WRITE THAT NUMBER NEXT TO THE CTBS IN TEST 2.

(Point to CTBS on the right hand side of test 2.)

THAT WILL BE ALL FOR TODAY. DID YOU TRY YOUR HARDEST? EVERYONE DID LAST WEEK. I HOPE YOU DID THIS WEEK ALSO. WE WILL PRACTICE MORE NEXT WEEK SO THAT YOU WILL DO BETTER ON TESTS.

TEST BOOKLET

This test will show how well you know the meanings of words.

DIRECTIONS: Look at the word with the line under it. Then read the words below it. Choose the word that means the same, or about the same as the word with the line under it. Fill in the space that goes with the answer you choose.

SAMPLE ITEM:

pretty kitten

1. cow
2. cat
3. goat
4. bunny

1. 0 2. 0 3. 0 4. 0

ITEM A

A. Start to play

1. like
2. run
3. begin
4. go

ITEM 1

1. kind man

1. big
2. funny
3. first
4. nice

WAIT

2. little box

5. green
6. big
7. paper
8. small

4. Mother is happy.

5. Mom
6. Baby
7. Father
8. Tim

6. white house

5. oppr
6. home
7. tent
8. car

3. hot water

1. white
2. warm
3. cold
4. good

5. broke it deliberately

1. by accident
2. into pieces
3. on purpose
4. with a loud noise

7. run quickly

1. down
2. fast
3. on
4. after

GO ON TO THE NEXT PAGE

8. do it instantly

5. later

6. skillfully

7. easily

8. at once

9. red cap

1. cake

2. ball

3. toy

4. hat

10. big ship

5. boy

6. boat

7. man

8. dog

11. speak distinctly

1. clearly

2. fast

3. slowly

4. out

12. Jack is tall.

5. big

6. little

7. ready

8. wet

13. do not trip

1. fall

2. cry

3. move

4. think

14. Sit in the seat.

5. car

6. room

7. chair

8. house

15. very happy

1. big

2. good

3. quick

4. glad

16. prepare for Christmas

5. shop

6. go away

7. get ready

8. pray

17. He is my father.

1. brother

2. daddy

3. mother

4. sister

18. sad puppy

5. girl

6. man

7. kitten

8. dog

19. The coat is torn

1. pretty

2. brown

3. ripped

4. big

20. He is sick.

5. funny

6. ill

7. good

8. happy

Note to teacher

OBJECTIVES BEHIND PRACTICE TEST FOUR

1. Children can become very involved and interested in what they read. On a standardized test they cannot afford the time it takes to read a story carefully, learn from it, and enjoy it completely. They must work quickly to do well on the test. This lesson introduces the idea of reading quickly, to get the main idea.
2. Skimming is an important skill which helps children to quickly find sections of a story that will give them the answers they need. This lesson is the first introduction to skimming. Children should be encouraged to quickly move to the sentence that provides the answer to the question. Skimming is a skill that your children should practice throughout the school week. The more practice they have, the quicker they will be able to find answers and therefore, the more questions they will be able to answer on a test. Skimming is a skill they will use throughout their life: reading the newspaper, checking ads, writing job applications, etc.
3. There are many different types of questions the test-makers use to test reading comprehension. Whether or not a pupil is a good reader depends, not only on the extent to which he understands the author's meaning, but also on the degree to which he grasps the significance of the ideas presented, evaluates them, and draws useful conclusions from them. To get at these different aspects of reading comprehension, test-makers have framed different types of questions. You should be familiar with the different questions types and use all of them in your regular reading lessons. We tend to only ask children factual questions whereas standardized test questions are often much more demanding. Try to include as many types of questions as you can in each of your reading lessons.

Of all the subtest scores, reading comprehension is probably considered the most important by the D.C. school administration. The limited experience I can give the children in answering these types of questions is only a start. If they are to become skillful in understanding what they read, it is necessary that they get regular practice in there comprehension skills throughout the week.

Some of the things the children will be learning from me this year are "tricks" which will enhance their test scores without making them any more competent in school. (For example, using a dull pencil so that they can color in the answer circle faster.)

Learning how to answer different types of questions beyond factual ones is a skill that takes time to learn. It is also a skill that will not only improve their test scores but will also make them much more successful readers.

Separate from this "test manual" is a list of question types with examples. This list is for you to read and keep. I hope you will use it as you plan the questions you will ask your children after they have read.

4. This test is not timed. The class as a whole works on the test with you and fills in the answers to each question as you come to it in the discussion. This is necessary the first time they work on a reading comprehension test to make sure that they understand the different types of questions they may be asked on tests.

INSTRUCTIONS TO CHILDREN

(Give out test booklet, marker and answer sheet to each child.)

DID YOU REMEMBER TO PUT THE ANSWER SHEET NEAR THE HAND YOU WRITE WITH?

TODAY WE WILL LEARN ABOUT READING COMPREHENSION TESTS. IN A READING COMPREHENSION TEST, THEY ARE TRYING TO FIND OUT HOW WELL YOU UNDERSTAND WHAT YOU READ. YOU MUST READ STORIES AND THEN ANSWER QUESTIONS ABOUT THE STORIES THAT YOU READ.

REMEMBER, I TOLD YOU IT IS IMPORTANT TO WORK QUICKLY ON TESTS. WHEN YOU READ THE STORIES, YOU MUST READ THEM QUICKLY. GET THE MAIN IDEAS IN THE STORY. DO NOT READ EVERY WORD CAREFULLY. WHEN YOU'RE DONE, READ THE FIRST QUESTION. IF YOU CAN'T ANSWER THE QUESTION, THEN GO BACK AGAIN TO THE STORY AND QUICKLY LOOK FOR THE PART THAT WILL HELP YOU GIVE THE ANSWER. READ THIS SENTENCE CAREFULLY. DO NOT READ THE WHOLE STORY AGAIN BECAUSE THIS WILL TAKE TOO MUCH TIME. FIND THE ANSWER AND GO ON TO THE NEXT QUESTION.

IF SOME OF THE WORDS ARE HARD TO READ, SKIP THEM. ALL THAT IS IMPORTANT IS THAT YOU GET A GOOD IDEA OF WHAT THE STORY IS ABOUT. ONLY SPEND A LONG TIME ON A HARD WORD IF YOU MUST KNOW IT TO BE ABLE TO ANSWER A QUESTION. SKIP THE HARD WORDS IF YOU DON'T NEED TO KNOW THEM TO UNDERSTAND THE STORY OR ANSWER A QUESTION.

TODAY, WE WILL READ THE STORIES AND ANSWER THE QUESTIONS TOGETHER. ANOTHER DAY, I WILL TIME YOU AS YOU WORK ON THE STORIES AND ANSWER THE QUESTIONS BY YOURSELF.

LOOK AT THE FIRST STORY IN YOUR TEST BOOKLET. READ THE FIRST STORY SILENTLY WHILE I READ ALOUD.

"WILL'S DOG HAD SIX PUPPIES. THEY WERE BROWN AND WHITE."

NOW WE WILL READ SAMPLE ITEM A. READ SILENTLY WHILE I READ.

"A. HOW MANY PUPPIES WERE THERE?"

SOME QUESTIONS ASK FOR FACTS. THIS IS ONE THAT DOES. GO BACK TO THE STORY AND QUICKLY LOOK FOR THE PART THAT WILL HELP YOU ANSWER THE QUESTION. THIS QUESTION IS ASKING HOW MANY PUPPIES. HOW MANY MEANS YOU ARE LOOKING FOR A NUMBER. LOOK QUICKLY FOR A NUMBER WORD. WHEN YOU FIND A NUMBER WORD, READ THAT SENTENCE AND SEE IF IT HELPS YOU ANSWER THE QUESTION. WHO CAN READ ME THE SENTENCE THAT GIVES THE ANSWER TO ITEM A?

(Call on a child to give the answer.)

THAT'S RIGHT. THE SENTENCE IS "WILL'S DOG HAD SIX PUPPIES." HOW MANY PUPPIES WERE THERE? THERE WERE SIX. LOOK AT THE ANSWER CHOICES. WHICH ONE IS CORRECT?

(Call on a child to give the answer. if the child only gives the answer number, remind him to say the question number and the answer number - question A, answer 4.)

THAT'S RIGHT. QUESTION A, ANSWER 4. FILL IN QUESTION A, ANSWER 4 ON YOUR ANSWER SHEET.

WHEN WE READ THE NEXT STORY, READ THE STORY TO YOURSELF. LOOK UP AT ME WHEN YOU ARE FINISHED READING SO THAT I CAN TELL WHEN YOU ARE FINISHED. REMEMBER TO READ QUICKLY. DO NOT WORK TOO HARD ON ANY ONE WORD. ALL YOU NEED TO KNOW IS A LITTLE OF WHAT THE STORY IS ABOUT.

BEGIN READING NOW.

(Wait until all children have finished reading the story.)

NOW WE WILL READ ITEM 1. READ SILENTLY WHILE I READ ALOUD.

ITEM 1. "WHAT DID MR. BLACK'S CAR LOOK LIKE?"

THIS IS ANOTHER QUESTION THAT ASKS FOR A FACT. GO BACK AGAIN TO THE STORY AND QUICKLY LOOK FOR THE PART THAT WILL HELP YOU GIVE THE ANSWER. READ ONLY THE 2 OR 3 MOST IMPORTANT WORDS IN EACH SENTENCE TO GIVE YOU AN IDEA WHAT THE SENTENCE IS ABOUT. IF THE FIRST SENTENCE DOESN'T GIVE YOU THE ANSWER READ THE 2 OR 3 MOST IMPORTANT WORDS IN THE NEXT SENTENCE. KEEP GOING UNTIL YOU FIND THE SENTENCE THAT WILL HELP YOU WITH THE ANSWER TO THE QUESTION. DO THIS VERY QUICKLY.

WHO CAN READ ME THE SENTENCE THAT GIVES THE ANSWER TO ITEM 1, "WHAT DID MR. BLACK'S CAR LOOK LIKE?"

(After waiting for children to skin, call on a child to give the answer.)

THAT'S RIGHT. THE SENTENCE IS "YOU LOOK LIKE A TOY CAR." LOOK AT THE ANSWER CHOICES. FILL IN THE SPACE ON THE ANSWER SHEET THAT GOES WITH THE ANSWER YOU CHOOSE. FILL IT IN NOW.

(When everyone is done marking the answer, say:)

DID YOU FILL IN QUESTION 1, ANSWER 3.?

READ ITEM 2 TO YOURSELF NOW.

(Wait until all children have finished reading.)

THIS QUESTION ALSO ASKS FOR A FACT. GO BACK AGAIN TO THE STORY AND QUICKLY LOOK FOR THE PART THAT WILL HELP YOU GIVE THE ANSWER. LOOK QUICKLY FOR THE RIGHT PART. DO NOT SPEND TIME READING EACH WORD CAREFULLY. WHO CAN READ ME THE SENTENCE THAT GIVES THE ANSWER TO ITEM 2, MR. BLACK'S CAR WAS RED AND WHAT ELSE?

(After waiting for children to skim, call on a child to give the answer.)
 THAT'S RIGHT. "MR. BLACK LIKED HIS LITTLE, RED CAR." IS THE SENTENCE
 THAT TELLS THAT FACT THAT YOU NEED TO ANSWER THE QUESTION. LOOK AT THE
 ANSWER CHOICES. FILL IN THE SPACE ON THE ANSWER SHEET THAT GOES WITH THE
 ANSWER YOU CHOOSE.

(When everyone is done marking, say:)

DID YOU FILL IN QUESTION 2, ANSWER 8?

READ ITEM 3 TO YOURSELF. THE ANSWER TO THIS QUESTION IS NOT A FACT.
 THE WORDS IN THE STORY ONLY GIVE YOU A CLUE ABOUT WHAT THE ANSWER MIGHT BE.
 YOU MUST TRY TO FIGURE OUT WHAT THE WORDS MEAN IN ORDER TO FIND THE ANSWER.
 READ ITEM 3 NOW. (Wait until all children have finished reading.)

LET'S READ THE ANSWER CHOICES FIRST BEFORE LOOKING BACK IN THE STORY
 FOR THE PART THAT MIGHT TELL THE ANSWER.

THE ANSWER CHOICES ARE: 1. FAST 2. STRONG 3. LARGE 4. OLD

WHAT PART OF THE STORY MIGHT SUGGEST ONE OF THESE ANSWERS? IT WOULD
 BE THE PART THAT SAYS "BUT YOU FLY LIKE A BIRD" A BIRD FLIES FAST. THE
 STORY DOES NOT MAKE YOU THINK THAT THE CAR IS STRONG, OR LARGE, OR OLD
 BUT IT DOES HINT THAT THE CAR GOES FAST. THE ANSWER IS FAST. FILL IN
 QUESTION 3, ANSWER 1 ON YOUR ANSWER SHEET NOW.

READ ITEM 4 TO YOURSELF.

(Wait until all children have finished reading.)

SOME QUESTIONS ASK YOU TO TELL WHAT A STORY IS ABOUT AS A WHOLE. THIS
 QUESTION IS LIKE THAT. MAKE SURE WHEN YOU FIND YOUR ANSWER THAT YOU ARE
 TALKING ABOUT THE WHOLE STORY AND NOT JUST A PART OF IT.

FILL IN THE ANSWER TO ITEM 4 ON YOUR ANSWER SHEET.

DID YOU FILL IN QUESTION 4, ANSWER 7?

THE CORRECT ANSWER WAS NOT 5, "MR. BLACK," BECAUSE THE STORY ALSO TOLD ABOUT THE CAR.

THE CORRECT ANSWER WAS NOT NUMBER 6, "HOW MR. BLACK'S CAR GOT ITS NAME," BECAUSE YOU LEARNED OTHER THINGS IN THE STORY ABOUT MR. BLACK AND ABOUT THE CAR BESIDES HOW THE CAR GOT ITS NAME.

THE CORRECT ANSWER WAS NOT 8, "RED BIRD," BECAUSE THE STORY TOLD YOU SOME THINGS ABOUT MR. BLACK BESIDES THE THINGS YOU LEARNED ABOUT RED BIRD.

READ ITEM 5 TO YOURSELF.

(Wait until all children have finished reading.)

SOME QUESTIONS ASK YOU TO TELL HOW A PERSON IN A STORY FEELS. THE ANSWER IS NOT GIVEN IN THE STORY. YOU HAVE TO THINK ABOUT HOW THE PERSON FEELS FROM WHAT YOU HAVE READ IN THE STORY.

LET'S READ THE ANSWERS TO ITEM 5 TOGETHER. READ SILENTLY WHILE I READ ALOUD.

QUESTION 5, ANSWER 1. "HE THINKS IT GOES TOO FAST." IS THERE ANY PLACE IN THE STORY THAT USES DIFFERENT WORDS TO SAY HE THINKS IT GOES TOO FAST?

(Give children time to answer. If they say yes, have them read that part of the story and show them why that part of the story does not support answer 1.)

NO. SO ANSWER 1 CANNOT BE CORRECT.

LET'S SKIP QUESTION 5, ANSWER TWO FOR THE MOMENT.

READ QUESTION 5, ANSWER 3 SILENTLY WHILE I READ ALOUD. "HE THINKS IT IS PRETTY." IS THERE ANY PLACE IN THE STORY THAT USES DIFFERENT WORDS TO SAY HE THINKS THE CAR IS PRETTY.

(Give children time to answer.)

NO. SO ANSWER 3 CANNOT BE RIGHT.

READ QUESTION 5, ANSWER 4 SILENTLY WHILE I READ ALOUD. "HE THINKS IT GOES TOO SLOW." IS THERE ANY PLACE IN THE STORY THAT USES DIFFERENT WORDS TO SAY HE THINKS THE CAR GOES TOO SLOW?

(Give children time to answer.)

NO. SO ANSWER 4 CANNOT BE RIGHT.

READ QUESTION 5, ANSWER 2 SILENTLY WHILE I READ ALOUD. "HE THINKS IT'S NICE." IS THERE ANY PLACE IN THE STORY THAT USES DIFFERENT WORDS TO SAY HE THINKS THE CAR IS NICE?

(Give children time to answer.)

THAT'S RIGHT. WHEN THE STORY SAYS MR. BLACK LIKES HIS LITTLE RED CAR IT MAKES YOU FEEL MR. BLACK THINKS HIS CAR IS NICE. FILL IN QUESTION 5, ANSWER 2 ON YOUR ANSWER SHEET NOW.

LET'S READ THE NEXT STORY. READ THE STORY TO YOURSELF. LOOK UP AT ME SO THAT I CAN TELL WHEN YOU ARE FINISHED READING. REMEMBER TO READ QUICKLY. DO NOT WORK TOO HARD ON ANY ONE WORD. ALL YOU NEED TO KNOW IS A LITTLE OF WHAT THE STORY IS ABOUT. WHEN YOU KNOW WHAT THE QUESTIONS ASKS YOU CAN GO BACK TO FIND THE ANSWER.

START READING NOW.

(Wait until all children have finished reading the story.)

READ ITEM 6 TO YOURSELF. THIS QUESTION ASKS FOR A FACT. GO BACK TO THE STORY AND QUICKLY LOOK FOR THE PART THAT WILL HELP YOU GIVE THE ANSWER. WHO CAN READ ME THE SENTENCE THAT GIVES THE ANSWER TO ITEM 6?

(Call on a child to give the answer.)

THAT'S RIGHT. THE SENTENCE IS "HE GOT SOME CANDY AND A PAPER."

LOOK AT THE ANSWER CHOICES AND FILL IN THE ONE THAT SEEMS BEST TO YOU.

(Give children time to fill in the answer.)

DID YOU FILL IN QUESTION 6, ANSWER 8?

READ ITEM 7 TO YOURSELF.

(Give children time to read the question.)

THIS QUESTION ASKS YOU TO IMAGINE HOW TOM FEELS. THE ANSWER TO THE QUESTION IS NOT GIVEN IN THE STORY. CAN YOU GUESS HOW TOM FEELS NOW THAT YOU HAVE READ THE STORY? LOOK AT THE ANSWER CHOICES AND FILL IN THE ONE THAT SEEMS BEST TO YOU.

(Give children time to fill in the answer.)

DID YOU FILL IN QUESTION 7, ANSWER 2?

THE ANSWER WASN'T 1. NOBODY GETS FRIGHTENED WHEN THEY EAT CANDY.

THE ANSWER WASN'T 3. NOBODY IS SAD WHEN THEY EAT CANDY.

THE ANSWER WASN'T 4. NOBODY GETS SURPRISED WHEN THEY EAT CANDY.

THE ANSWER IS QUESTION 7, ANSWER 2. HE MUST HAVE BEEN HAPPY. THE STORY SAID THE CANDY WAS GOOD.

READ ITEM 8 TO YOURSELF.

(Wait until all children have finished reading.)

SOMETIMES, QUESTIONS ASK YOU TO TELL THE ORDER IN WHICH THINGS HAPPEN. THEY ASK WHAT HAPPENED FIRST, OR WHAT HAPPENED LAST, OR WHAT HAPPENED AFTER SOMETHING ELSE. THIS QUESTION ASKS WHAT HAPPENS FIRST. WHERE WOULD YOU LOOK TO FIND OUT WHAT HAPPENED FIRST?

(Call on a child to give the answer.)

THAT'S RIGHT. YOU SHOULD LOOK AT THE FIRST SENTENCE IN THE STORY. READ SENTENCE ONE AND THEN FILL IN THE ANSWER CHOICE THAT SEEMS BEST TO YOU.

(Give children time to fill in the answer.)

DID YOU FILL IN QUESTION 8, ANSWER 7?

READ ITEM 9 TO YOURSELF.

(Give children time to read the question.)

SOME QUESTIONS ASK YOU TO MAKE UP A TITLE FOR THE STORY. THEY ARE TRYING TO FIND OUT IF YOU KNOW WHAT THE STORY IS ABOUT AS A WHOLE. READ THE ANSWER CHOICES AND THEN FILL IN THE ANSWER THAT SEEMS BEST TO YOU.

(Give children time to fill in the answer.)

DID YOU FILL IN QUESTION 9, ANSWER 1? A GOOD TITLE FOR THE STORY WOULD BE "GOING TO THE STORE".

QUESTION 9, ANSWER 2 COULDN'T BE RIGHT. TOM DID EAT SOME CANDY BUT THE STORY WAS ABOUT MORE THAN THAT.

QUESTION 9, ANSWER 3 COULDN'T BE RIGHT. WE DIDN'T LEARN ANYTHING ABOUT THE MAN AT THE STORE.

QUESTION 9, ANSWER 4 COULDN'T BE RIGHT. ALTHOUGH TOM COULD BE HELPING MOM, NOTHING IN THE STORY TELLS US THAT THAT IS TRUE.

THIS IS THE END OF OUR TEST FOR TODAY. YOU WORKED VERY HARD, LISTENING CAREFULLY, AND LEARNED ABOUT MANY DIFFERENT KINDS OF QUESTIONS THAT ARE ASKED ON TESTS. ANOTHER DAY, YOU CAN SHOW ME HOW WELL YOU HAVE LEARNED TO ANSWER QUESTIONS LIKE THESE.

READING COMPREHENSION

----- SKILLS TESTED

Word questions so that the following skills are practiced

1. To recognize and understand important facts and details.
Questions ask who, when, which, and how many.
2. To recognize and understand implied facts.
Reading between the lines to discover hidden meanings.
3. To discover the meaning of words or phrases from context.
example - What does _____ mean?
What is meant by the phrase _____ ?
What do people do when they _____ ?
4. To discover the main idea or purpose of a story.
example - This story is mainly about _____ ?
The best title for this story is _____ ?
5. To recognize the order in which things happen
example - What happened first?
What happened last?
What happened after _____ ?
6. To recognize and understand stated and implied relationships.
example - Why did _____ happen?
7. Ability to use descriptive words properly
example - Which word best describes _____ ?
8. To recognize mood or tone of a selection
example - Which word best describes how Mr. Smith feels?

TEST BOOKLET

Will's dog had six puppies. They were brown and white.

A. How many puppies were there?

1. two
2. three
3. five
4. six

WAIT

Mr. Black likes his little red car. "You look like a toy car," he said. "But you fly like a bird! So I will call you Red Bird."

1. What did Mr. Black's car look like?

1. Mr. Black
2. a bird
3. a toy
4. a red fly

2. Mr. Black's car was red and

5. big
6. shiny
7. black
8. little

3. Which word best tells about Mr. Black's car?

1. fast
2. strong
3. large
4. old

4. What is this story mainly about?

5. Mr. Black
6. How Mr. Black's car got its name.
7. Mr. Black and his car.
8. Red Bird

5. How did Mr. Black feel about his car?

1. He thinks it goes too fast.
2. He thinks it's nice.
3. He thinks it is pretty.
4. He thinks it goes too slow.

Tom ran to the store. He got some candy and a paper. He gave forty cents to the man, and ate the candy. It was good. Then he went home.

6. What did Tom buy?

- 5. gum
- 6. books
- 7. nothing
- 8. candy

7. How did Tom feel when he ate the candy?

- 1. frightened
- 2. happy
- 3. sad
- 4. surprised

8. Which one of these things happened first?

- 5. Tom ate the candy.
- 6. Tom gave the money to the man.
- 7. Tom went to the store.
- 8. Tom went home.

9. What is the best title for this story?

- 1. Going To The Store
- 2. Eating Some Candy
- 3. The Man At The Store
- 4. Helping Mother

OBJECTIVES BEHIND PRACTICE TEST FIVE

1. This lesson introduces the format used in testing the children's knowledge of spelling. Knowing how the questions are asked, the children will be better able to show what they know on a spelling test.

2. For the first time, the skill of guessing is introduced. On the spelling test, there are only two possible answers, right or wrong. Even if a child has no idea what the correct answer is, he has a fifty per cent chance of getting the answer right if he guesses.

The test-wise individual knows it is always wise to guess. Half the time he will get credit for an answer when he does not know the information. His score will be higher because he guessed while the child who does not know how to guess will not have the advantage of the higher score. It is important to teach the children in your class that it makes sense to guess. (In later tests, the children will learn how to guess when there are three or more answer choices, a situation demanding more skill in quessing than a two option answer.)

3. This test is purposely very long, with many questions. Its aim is to teach the children not to become worried if they think they will not be able to finish all the questions on a test. Tests are made to be used in multiple grades. The tests have to be long so that the older children will have enough questions to answer.

Tests are constructed so that only the able students in the higher grades will be able to complete all the questions. Some children panic when they realize that time is running out and they still have many questions to finish. It is still possible for a child to do well even if he has ^{not} answered all of the questions. When children know this, they relax more and are able to function better as they approach the stopping time.

TEACHER'S MANUAL

(Pass out a test booklet, marker, and answer sheet to each child.)

DID YOU PLACE YOUR ANSWER SHEET NEXT TO THE HAND YOU WRITE WITH?

TODAY WE ARE GOING TO LEARN ABOUT SPELLING TESTS.

REMEMBER I TOLD YOU THAT THE SAME TEST IS GIVEN TO CHILDREN IN MORE THAN ONE GRADE. THE TESTS YOU WILL TAKE ARE MEANT FOR THIRD GRADERS AND FIFTH GRADERS ALSO. SOMETIMES, IN ORDER TO MAKE THE TEST HARD ENOUGH FOR FIFTH GRADERS, THERE WILL BE MORE QUESTIONS ON THE TEST THAN YOU WILL HAVE TIME TO ANSWER. DON'T WORRY IF YOU CANNOT FINISH ANY TEST. JUST WORK AS QUICKLY AS YOU CAN, NOT TAKING TOO LONG ON ANY ONE QUESTION. IT IS POSSIBLE FOR A FOURTH GRADER TO DO VERY WELL ON A TEST EVEN IF HE DOESN'T FINISH ALL THE QUESTIONS. I DO NOT ALWAYS EXPECT YOU TO FINISH ALL THE QUESTIONS BECAUSE THEN THE TEST WOULD NOT BE HARD ENOUGH FOR YOU WHEN YOU ARE A FIFTH GRADER.

TODAY'S TEST WILL PROBABLY BE TOO LONG FOR MOST OF YOU TO FINISH. DO AS MANY QUESTIONS AS YOU CAN AND DO THEM AS QUICKLY AS YOU CAN.

IF YOU COME TO A HARD QUESTION, MAKE A GUESS ABOUT THE ANSWER AND FILL THIS GUESSED ANSWER CIRCLE IN. THEN WRITE THE QUESTION NUMBER DOWN ON YOUR MARKER. IF YOU HAVE TIME AFTER YOU HAVE FINISHED ALL THE QUESTIONS, YOU CAN GO BACK TO THESE HARD QUESTIONS AND SPEND MORE TIME TRYING TO FIGURE THEM OUT. IF YOU DON'T HAVE TIME TO GO BACK AND CHECK THE ANSWER, YOU STILL HAVE A PRETTY GOOD CHANCE OF GETTING THE ANSWER RIGHT BECAUSE ON THE SPELLING TEST THERE ARE ONLY TWO POSSIBLE CHOICES. IT IS ALWAYS A GOOD IDEA TO GUESS WHEN THERE ARE ONLY TWO ANSWER CHOICES. HALF THE TIME YOU WOULD BE RIGHT AND HALF THE TIME YOU WOULD BE WRONG IF YOU GUESSED. THEN YOU WILL HAVE MORE QUESTIONS RIGHT ON THE WHOLE TEST.

TODAY'S TEST WILL SHOW HOW WELL YOU CAN RECOGNIZE WHETHER A WORD IS SPELLED RIGHT OR WRONG.

"READ EACH SENTENCE AND DECIDE WHETHER THE UNDERLINED WORD IS SPELLED RIGHT OR WRONG. FILL IN THE SPACE WITH THE 'R' IN IT IF YOU THINK THE WORD IS SPELLED RIGHT. FILL IN THE SPACE WITH THE 'W' IN IT IF YOU THINK THE WORD IS SPELLED WRONG.

PLACE YOUR MARKER SO THAT ONLY SAMPLE ITEM A CAN BE SEEN.

LOOK AT THE WORD THAT IS UNDERLINED. DOES IT LOOK LIKE IT IS SPELLED RIGHT OR WRONG?

(Call on a child for the answer.)

GOOD. THE WORD "HAVE" IS SPELLED WRONG. (hav) THE 'W' SPACE IS FILLED IN BECAUSE THE WORD THAT IS UNDERLINED, THE WORD HAVE- IS SPELLED WRONG.

TO WORK QUICKLY ON THIS TEST, IT IS BEST TO LOOK AT THE UNDERLINED WORD FIRST. IF YOU KNOW THE WORD IS SPELLED WRONG, YOU CAN MARK IT WRONG ON THE ANSWER SHEET AND GO ON TO THE NEXT QUESTION. IF YOU THINK THE WORD IS SPELLED RIGHT, THOUGH, YOU MUST ALWAYS READ THE SENTENCE. SOMETIMES A WORD THAT HAS THE SAME SOUND CAN BE SPELLED IN TWO WAYS. WE CAN SEE THIS IN SAMPLE ITEM B.

MOVE YOUR MARKER DOWN SO THAT YOU CAN SEE SAMPLE ITEM B.

LOOK AT THE WORD. DOES IT LOOK LIKE IT IS SPELLED RIGHT OR WRONG?

(Call on a child for the answer.)

YES. K-N-O-W IS THE

RIGHT WAY TO SPELL KNOW. THEN WE MUST READ THE SENTENCE.

READ SILENTLY WHILE I READ THE SENTENCE ALOUD. "KNOW, YOU CAN'T GO."

THERE IS MORE THAN ONE WAY TO SPELL THE WORD NO. YOU MUST USE N-O

IN THIS SENTENCE, NOT K-N-O-W. K-N-O-W IS WRONG BECAUSE IT MEANS

TO RECOGNIZE, TO BE FAMILIAR WITH. SINCE THE SENTENCE USED THE WRONG

WORD SAYING NO, YOU SHOULD FILL IN THE SPACE WITH THE 'W' IN IT. FILL

IN QUESTION B, ANSWER W.

REMEMBER, LOOK AT THE UNDERLINED WORD FIRST. IF YOU THINK IT IS

SPELLED WRONG, MARK THE 'W' ON THE ANSWER SHEET. IF YOU THINK IT IS SPELLED RIGHT, YOU MUST READ THE SENTENCE TO SEE IF THE CORRECTLY SPELLED WORD FITS THE MEANING OF THE SENTENCE. GUESS IF YOU DO NOT KNOW THE ANSWER BUT NOTE THE QUESTION NUMBER ON YOUR MARKER.

NOW WHEN I SAY BEGIN, YOU WILL START THE TEST. REMEMBER, LIKE SOME TESTS, THIS ONE IS VERY LONG. I DO NOT EXPECT YOU TO FINISH ALL THE QUESTIONS. YOU WILL DO WELL FOR A FOURTH GRADER EVEN IF YOU DO NOT FINISH ALL THE QUESTIONS. BEGIN.

Start timing and record the time on this line

starting time

+ 5

Add 5 minutes and record the time on this line

Stopping time

As the children are working, check the following things:

1. Do they seem to be reading only the underlined words first?
 2. Are they guessing on hard questions and marking those questions down on their marker to come back to later. Or are they spending a long time on 1 question. If so, suggest that they guess, note the question number down on their marker, and move on to the next question.
 3. If the children have marked a question down on their marker to return to later, have they guessed the answer anyway?
-

(After five (5) minutes, say:)

STOP. THIS IS THE END OF TODAY'S TEST. MAKE SURE ALL YOUR MARKS ARE HEAVY AND DARK AND THAT YOU HAVE COMPLETELY ERASED ANY MARKS THAT YOU DO NOT WANT.

NOW WE WILL CORRECT THE TEST. IF YOU HAVE AN ITEM WRONG, PUT A LINE THROUGH THE ITEM NUMBER.

QUESTION A, ANSWER W.

QUESTION B, ANSWER W.

QUESTION 1, ANSWER W.

QUESTION 2, ANSWER W.

QUESTION 3, ANSWER R.

4. W	10. W	16. W	22. W	28. R
5. W	11. R	17. W	23. W	29. R
6. R	12. W	18. R	24. W	30. W
7. R	13. R	19. W	25. R	31. R
8. W	14. R	20. R	26. W	32. W
9. W	15. W	21. R	27. W	33. R
				34. W
				35. W

COUNT THE NUMBER YOU HAVE CORRECT. WRITE THAT NUMBER NEXT TO THE CTBS.

(Point to CTBS on the right hand side of test.)

REMEMBER, I DID NOT EXPECT YOU TO FINISH ALL THE QUESTIONS! YOU DID VERY WELL ON THIS TEST EVEN IF YOU DID NOT FINISH MOST OF THE QUESTIONS. I THINK YOU ALL MUST HAVE GOTTEN MANY QUESTIONS RIGHT. KEEP ON WORKING VERY HARD ON THESE TESTS AND YOU WILL LEARN A LOT ABOUT TAKING TESTS. I'M PROUD OF THE WORK YOU ARE DOING.

WE WILL PRACTICE MORE NEXT WEEK SO THAT YOU WILL DO BETTER ON TESTS

SPELLING

SAMPLE ITEMS:

A I hav to go.

right wrong

R.. W..

B Know, you can't go.

R W

WAIT

- | | | |
|---------------------------------------|---|---|
| 1. The car is <u>blackce</u> . | R | W |
| 2. He is the <u>ferst</u> one. | R | W |
| 3. The girl <u>called</u> him. | R | W |
| 4. I like <u>candey</u> . | R | W |
| 5. She <u>can</u> to my house. | R | W |
| 6. I sat on the <u>chair</u> . | R | W |
| 7. "Go to <u>sleep</u> ", she said. | R | W |
| 8. My coat is <u>blew</u> . | R | W |
| 9. It was a <u>littel</u> kitten. | R | W |
| 10. It was cold as <u>ise</u> . | R | W |
| 11. Do you <u>think</u> I can go? | R | W |
| 12. The <u>gurl</u> 's name was Kate. | R | W |
| 13. Come in and eat <u>dianer</u> . | R | W |
| 14. The <u>eggs</u> are good. | R | W |
| 15. I am <u>goia</u> away. | R | W |
| 16. It was <u>there</u> ball. | R | W |
| 17. The <u>snoe</u> was white. | R | W |
| 18. The <u>year</u> is 1976. | R | W |
| 19. She went <u>doun</u> the hall. | R | W |
| 20. The <u>bird</u> sang a song. | R | W |
| 21. He likes <u>school</u> . | R | W |
| 22. I have <u>too</u> hands. | R | W |

- | | | |
|---------------------------------------|---|---|
| 23. She had a drink of <u>watre</u> . | R | W |
| 24. The <u>storie</u> was funny. | R | W |
| 25. The kitten's <u>name</u> is Sam. | R | W |
| 26. I <u>no</u> a good story. | R | W |
| 27. Ted will <u>by</u> three balls. | R | W |
| 28. Are you <u>happy</u> today? | R | W |
| 29. At <u>right</u> , it is dark. | R | W |
| 30. My <u>cote</u> is very warm. | R | W |
| 31. The <u>grass</u> is green. | R | W |
| 32. "How are you?" he <u>sed</u> . | R | W |
| 33. Sing a <u>song</u> to me. | R | W |
| 34. He is a very <u>kinde</u> man. | R | W |
| 35. Please <u>fil</u> my cup. | R | W |

STOP

1. This is the second time the children will work on reading comprehension. The reading in this lesson is more nearly the length used in the actual test. Long paragraphs can be discouraging to some children. This lesson will aim to encourage those children not to give up before they even begin to read.
2. This lesson reminds children to note on their marker those questions that need to be checked over, either because they do not know the answer and have guessed or because they are not sure of them.
3. This lesson reminds children to check over their work if they finish early.

(Pass out a marker and answer sheet to each child. Do not give out test booklets.)

DID YOU PLACE YOUR ANSWER SHEET NEXT TO THE HAND YOU WRITE WITH?

TODAY YOU WILL READ A STORY ABOUT MARTIN LUTHER KING JR. AND TRY TO ANSWER QUESTIONS ABOUT THE STORY. THIS READING COMPREHENSION TEST SHOWS HOW WELL YOU UNDERSTAND WHAT YOU READ.

JUST LIKE THE STORIES ON SOME TESTS, THE STORY TODAY IS A LONG STORY. YOU WILL HAVE PLENTY OF TIME TO FINISH READING THE STORY.

DO NOT TRY TO READ EVERY WORD CAREFULLY. IF YOU COME TO A HARD WORD, SKIP IT. THE FIRST TIME YOU READ THE STORY, ALL YOU NEED IS A LITTLE IDEA OF WHAT THE STORY IS ABOUT. THEN, AFTER YOU READ A QUESTION, YOU SHOULD KNOW JUST ABOUT WHERE IN THE STORY YOU CAN FIND THE ANSWER. DO NOT READ THE WHOLE STORY TO FIND THE ANSWER. SKIP TO THE SENTENCE THAT WILL ANSWER THE QUESTION. IF THERE IS A HARD WORD, READ IT ONLY IF YOU NEED TO KNOW IT TO ANSWER THE QUESTION.

DO YOU REMEMBER WHAT TO DO IF YOU COME TO A HARD QUESTION? WRITE THE NUMBER OF THAT QUESTION DOWN ON YOUR MARKER. THEN YOU CAN LOOK AT THAT QUESTION AGAIN IF YOU HAVE TIME AFTER YOU HAVE FINISHED ALL THE QUESTIONS.

AFTER YOU HAVE WRITTEN THE NUMBER OF THE HARD QUESTION DOWN ON YOUR MARKER, LOOK BACK AT THE HARD QUESTION AND TRY TO GUESS THE ANSWER. DON'T CHOOSE AN ANSWER THAT YOU KNOW IS WRONG. CHOOSE FROM THE ONES THAT ARE LEFT. BE SURE TO GUESS AN ANSWER TO THE HARD QUESTION BEFORE GOING TO THE NEXT QUESTION.

YOU CAN DO WELL ON THIS TEST IF YOU READ THE STORY QUICKLY, READ EACH QUESTION CAREFULLY AND GO BACK TO THE SENTENCE IN THE STORY THAT GIVES THE ANSWER. IF YOU READ THE WHOLE STORY OVER AGAIN TO FIND THE ANSWER, YOU WILL WASTE TOO MUCH TIME.

IF YOU FOLLOW THIS ADVICE, YOU CAN DO WELL ON THIS TEST EVEN IF YOU DO NOT FINISH ALL THE QUESTIONS. REMEMBER, I DO NOT EXPECT YOU

TO FINISH EVERY QUESTION ON EVERY TEST. OLDER CHILDREN WOULD BE EXPECTED TO FINISH THE QUESTIONS. YOU MIGHT NOT BE EXPECTED TO FINISH.

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REMEMBER, THOUGH, THAT IF YOU DO FINISH ALL THE QUESTIONS, YOU SHOULD GO BACK AND READ AND ANSWER ALL THE QUESTIONS OVER AGAIN. IT IS IMPORTANT TO CHECK YOUR WORK TO SEE IF YOU HAVE MADE ANY MISTAKES. LOOK AT YOUR MARKER TO SEE WHICH QUESTIONS WERE HARD FOR YOU. CHECK OVER THESE HARD QUESTIONS THAT YOU HAVE WRITTEN ON YOUR MARKER. NOW YOU CAN SPEND A LOT OF TIME ON THESE QUESTIONS. YOU KNOW THAT YOU HAVE ANSWERED ALL THE EASY QUESTIONS ON THE TEST ALREADY. YOU WON'T BE SPENDING TIME ON HARD QUESTIONS AND THEREFORE NOT HAVE TIME TO ANSWER EASY QUESTIONS THAT COME LATER IN THE TEST.

(Give out test booklets.)

LISTEN CAREFULLY WHILE I GIVE YOU THE DIRECTIONS FOR THIS TEST.

READ THE STORY. THEN READ THE ITEMS BELOW IT. CHOOSE THE BEST ANSWER FOR EACH ITEM. THEN FILL IN THE SPACE THAT GOES WITH THE ANSWER YOU CHOOSE.

READ THE STORY MARKED SAMPLE A. LOOK UP AT ME WHEN YOU HAVE FINISHED.

(Point to the story marked sample A in a test booklet.)

(When the children are all finished reading, say:)

NOW READ SAMPLE ITEM A AND FILL IN THE SPACE ON YOUR ANSWER SHEET THAT GOES WITH THE ANSWER THAT YOU CHOOSE.

(Point to the section on the answer sheet that the children will be marking their answers in.)

(Allow enough time for all students to read the sample item and mark their answers. The following is a copy of the sample story and question.

Paul heard the clang of a truck. He said "There must be a fire."

A. What made the clang?

- | | |
|-----------------|-----------------|
| 1. A police car | 3. A bicycle |
| 2. A school bus | 4. A fire truck |

"A FIRE TRUCK," BECAUSE THE STORY TALKS ABOUT A FIRE AND THE FIRE TRUCK WOULD BE GOING TO PUT OUT THE FIRE PROBABLY. DID YOU MARK QUESTION & ANSWER 4?

DO NOT START UNTIL I TELL YOU TO DO SO. READ THE STORY QUICKLY, AND ANSWER EVERY ITEM, BEGINNING WITH ITEM 1. AFTER YOU READ A QUESTION, IF YOU DO NOT KNOW THE ANSWER, GO BACK TO THE SENTENCE IN THE STORY THAT HELPS YOU FIND THE ANSWER. DO NOT REREAD THE WHOLE STORY.

FOLLOW THE DIRECTIONS AT THE BOTTOM OF EACH PAGE. WHEN YOU COME TO THE WORD "STOP", GO BACK AND CHECK YOUR WORK AND ANY HARD QUESTIONS YOU NOTED ON YOUR MARKER. YOU WILL HAVE 15 MINUTES TO DO THIS TEST. ARE THERE ANY QUESTIONS?

(Answer any questions.)

FIND THE STORY BELOW THE SAMPLE ITEM. NOW FIND NUMBER 1 ON YOUR ANSWER SHEET.

BEGIN.

(Start timing, and record the time on this line:

Starting time
+15

Add 15 minutes, and record the time on this line:

Stopping time

While the children are working, check to see if:

1. Any child is spending too long struggling over one word,
2. Any child is spending too long on the first reading of the story.

Encourage him to skim and get the general idea.

3. Any child is rereading the entire story to find an answer. Skimming for answers is hard to do and will take practice.

At the stopping time say:)

STOP. THIS IS THE END OF THE READING COMPREHENSIONS TEST. MAKE SURE THAT ALL YOUR MARKS ARE HEAVY AND DARK AND THAT YOU HAVE COMPLETELY ERASED ANY MARKS THAT YOU DO NOT WANT.

NOW WE WILL CORRECT THE TEST. IF YOU HAVE AN ITEM WRONG, PUT (5)

A LINE THROUGH THE ITEM NUMBER.

QUESTION A, ANSWER 4.

QUESTION 1, ANSWER 1.

QUESTION 2, ANSWER 6.

QUESTION 3, ANSWER 3.

4, 5.

5, 1.

6, 6.

7, 4.

8, 8.

COUNT THE NUMBER YOU HAVE CORRECT. WRITE THAT NUMBER NEXT TO THE CTBS.

(Point to CTBS on the right hand side of the answer section.)

THIS WAS A VERY HARD TEST. I AM PROUD THAT YOU DID YOUR VERY BEST. REMEMBER THAT I DO NOT EXPECT YOU TO GET EVERYTHING RIGHT ALL THE TIME. I JUST WANT YOU TO DO THE VERY BEST JOB THAT YOU CAN DO. IF YOU TRY YOUR BEST, YOU WILL ALWAYS DO WELL ON TESTS.

WE WILL PRACTICE MORE NEXT WEEK SO THAT YOU WILL DO BETTER ON TESTS.

TEST BOOKLET

SAMPLE A: Read the story below.

Paul heard the clang of a truck. He said "There must be a fire."

Now read Sample Item A and fill in the space that goes with the answer you choose.

A. What made the clang?

1. A police car
2. A school bus
3. A bicycle
4. A fire truck

WAIT

Martin Luther King Jr. was a very great man. He was born in 1929.

He helped Blacks get their rights. He started a bus boycott in 1955. He led a sit-in in 1964. Then Blacks could eat wherever they wanted to eat. He led a march in 1965. Then more blacks could vote.

Sometimes, he was put in jail. He was put in jail because he protested bad laws.

Martin Luther King said "I have a dream." His dream was that all men should be equal.

He got a very important prize, the Nobel Peace Prize, in 1964.

He was killed in 1968. He was 39 years old.

1. When was Martin Luther King born?

1. 1929
2. 1955
3. 1964
4. 1968

2. King was important because

5. he helped Blacks go to school
6. he helped Blacks get equal rights
7. he helped Blacks get out of jail
8. he helped Blacks win prizes

3. Which happened first?

1. prize
2. sit-in
3. bus boycott
4. march

4. Why did King lead a sit-in?

5. so Blacks could eat anywhere
6. so Blacks could vote
7. so Blacks could dream
8. so Blacks could sit anywhere on busses

- | | |
|---|--|
| <p>5. King thought it was important to</p> <ol style="list-style-type: none">1. vote2. win3. dream4. eat <p>6. What did King think of some of the laws?</p> <ol style="list-style-type: none">5. They were very fair.6. He was against them.7. You should be able to sit anywhere on a bus.8. Voting wasn't important. <p>7. In lines 14 and 15, the words "I have a dream" mean</p> <ol style="list-style-type: none">1. I sleep2. I said3. I equal4. I hope <p>8. King won the Nobel Peace Prize because</p> <ol style="list-style-type: none">5. He was first to protest.6. He was nobel.7. He found peace.8. He won more rights for Blacks. | |
|---|--|

Note to teacher

OBJECTIVES BEHIND PRACTICE TEST SEVEN

1. This test introduces the two different types of format used in asking language mechanics questions on the CTBS. The first set of questions deals with punctuation; the second, with capitalization.
2. The punctuation test is too long and is aimed at giving the children more experience at not being able to finish all test questions. Again, they will be reassured that they can do well even if they do not finish.
3. The capitalization section emphasizes the need to look for words which should be capitalized and not to worry about comprehension.

TEACHER'S MANUAL

(2)

(Pass out a marker, answer sheet, and test to each child.)

DID YOU PLACE YOUR ANSWER SHEET NEXT TO THE HAND YOU WRITE WITH?

TODAY WE WILL TAKE TWO DIFFERENT TESTS. THE FIRST TEST WILL TRY TO FIND OUT HOW MUCH YOU KNOW ABOUT PUNCTUATION. YOU WILL HAVE TO KNOW WHEN TO USE A PERIOD, COMMA, OR QUESTION MARK. THE SECOND TEST WILL TRY TO FIND OUT IF YOU KNOW WHEN TO USE CAPITAL LETTERS AND WHEN NOT TO USE THEM.

THE FIRST TEST YOU WILL TAKE IS A VERY LONG TEST. I DO NOT EXPECT YOU TO FINISH ALL THE QUESTIONS. YOU WILL DO WELL ON THIS TEST IF YOU WORK CAREFULLY AND DO WELL ON THE QUESTIONS THAT YOU DO FINISH. FIFTH AND ESPECIALLY SIXTH GRADERS SHOULD FINISH THIS TEST, BUT NOT ALL FOURTH GRADERS.

LISTEN CAREFULLY WHILE I GIVE YOU THE DIRECTIONS FOR THIS TEST.

ITEMS 1 THROUGH 9 WILL SHOW HOW WELL YOU CAN PUNCTUATE SENTENCES.

READ EACH SENTENCE AND DECIDE WHETHER A PERIOD, A COMMA, OR A QUESTION MARK IS NEEDED. THEN FILL IN THE SPACE THAT GOES WITH THE ANSWER YOU CHOOSE. IF NO MARK IS NEEDED, FILL IN THE SPACE THAT GOES WITH THE WORD "NONE."

READ SAMPLE ITEM A SILENTLY WHILE I READ IT ALOUD.

"SHE IS COMING MAY 14 1977." (Answer options are 1. 2, 3? 4none)
DO WE NEED A PERIOD ANYWHERE?

(Call on a child to give the answer)

NO, WE DO NOT NEED A PERIOD BECAUSE THE PERIOD AT THE END OF THE SENTENCE IS ALREADY MARKED IN. QUESTION A, ANSWER 1 IS NOT CORRECT.

DO WE NEED A COMMA?

(Call on a child to give the answer.)

THAT'S RIGHT. WE DO NEED A COMMA. THERE MUST ALWAYS BE A COMMA (3)
BETWEEN THE DATE AND THE YEAR. THERE SHOULD BE A COMMA BETWEEN
MAY 14 AND 1977. YOU SHOULD NOW MARK IN QUESTION A, ANSWER 2.

LET'S LOOK AT ANSWER 3 EVEN THOUGH WE HAVE ALREADY MARKED
THE CORRECT ANSWER ON THE ANSWER SHEET.

DO WE NEED A QUESTION MARK? DOES THE SENTENCE "SHE IS COMING
MAY 14, 1977" ASK A QUESTION?

(Call on a child for the answer.)

NO IT DOES NOT ASK A QUESTION. THEREFORE, WE DO NOT NEED A
QUESTION MARK IN THIS ITEM.

LET'S LOOK AT ANSWER 4. THIS ANSWER SAYS NONE. IT MEANS THAT
THERE ARE NO MISSING PUNCTUATION MARKS IN THIS SENTENCE. BUT A COMMA
WAS MISSING SO THE ANSWER COULD NOT BE 4, NONE.

NOW DO ITEM 1 BY YOURSELF AND FILL IN THE SPACE THAT GOES WITH
THE ANSWER YOU CHOOSE.

(Allow enough time for all students to read the sample item
and mark their answers. Do not read the item aloud. The item is repeated
below.

1. My friend has a new ball

1. 2, 3? 4none)

YOU SHOULD HAVE FILLED IN SPACE "1" BECAUSE A PERIOD IS NEEDED
AFTER THE END OF THE SENTENCE. DO NOT START WORK ON THE TEST YET.

ARE THERE ANY QUESTIONS? IF YOU DO NOT UNDERSTAND WHAT YOU ARE
TO DO, RAISE YOUR HAND.

DO NOT START UNTIL I TELL YOU TO DO SO. WHEN I DO, YOU WILL
CONTINUE TO ANSWER EVERY ITEM, STARTING WITH ITEM 2. STOP WHEN YOU
COME TO THE WORD "STOP" AFTER ITEM 9 OR WHEN I TELL YOU TO STOP.
THEN I WILL GIVE YOU DIRECTIONS FOR THE NEXT PART OF THE TEST. YOU
WILL HAVE 3 MINUTES TO DO THE FIRST PART OF THIS TEST. ARE THERE

ANY QUESTIONS?

(4)

(Answer any questions.)

FIND ITEM 2 IN YOUR TEST BOOKLET. NOW FIND ITEM 2 ON YOUR ANSWER SHEET.

BEGIN.

Start timing and record the time on this line:

Starting time

:+3

Add 3 minutes, and record the time on this line:

Stopping time

As the children are working, check the following things:

1. Are any children answering questions randomly, not trying to work on the questions? Some children will do this rather than make the effort to answer questions. Encourage them to try their best. Even getting a few questions right is better than not trying at all.
2. Does the children's work show that they understand the directions? Do any children need further work on this type of question?

At the stopping time, say:)

STOP. THIS IS THE END OF THE PUNCTUATION TEST.

ITEMS 10 THROUGH 16 WILL SHOW HOW WELL YOU CAN USE CAPITAL LETTERS.

READ EACH SENTENCE AND DECIDE WHICH PART OF THE SENTENCE HAS A WORD THAT NEEDS A CAPITAL LETTER. EACH OF THESE SENTENCES IS DIVIDED INTO THREE PARTS. IF A WORD IN ANY PART NEEDS A CAPITAL LETTER, FILL IN THE SPACE THAT GOES WITH THAT PART OF THE SENTENCE. IF NO WORD IN THE SENTENCE NEEDS A CAPITAL LETTER, FILL IN THE SPACE THAT GOES WITH THE WORD "NONE."

FIND SAMPLE ITEM 10 IN YOUR TEST BOOKLET. READ SILENTLY WHILE I READ ALOUD. "I LIVE IN WASHINGTON, D.C."

(Question 10 as it appears in the test booklet is as follows:

(5)

10. I live | in washington, | D.C. | None
 5 6 7 8)

DOES THE PART OF THE SENTENCE MARKED 5 NEED A CAPITAL LETTER?
 A CAPITAL LETTER IS NEEDED AT THE BEGINNING OF A SENTENCE BUT THE
 FIRST WORD IS CAPITALIZED SO A CAPITAL LETTER IS NOT NEEDED HERE.
 THE WORD "I" SHOULD ALWAYS BE CAPITALIZED AND IT IS CAPITALIZED, SO
 A CAPITAL LETTER IS NOT NEEDED FOR PART 5.

DOES THE PART OF THE SENTENCE MARKED 6 NEED A CAPITAL LETTER?

(Call on a child to give the answer.)

THAT'S RIGHT. THE "W" IN WASHINGTON SHOULD BE CAPITALIZED BUT
 IT ISN'T. MARK QUESTION 10, ANSWER 6 ON YOUR ANSWER SHEET. A CAPITAL
 LETTER WAS NEEDED BUT WAS NOT USED ON THE WORD WASHINGTON. NAMES OF
 PEOPLE AND PLACES SHOULD BE CAPITALIZED.

EVEN THOUGH WE HAVE MARKED THE CORRECT ANSWER, LET'S LOOK AT
 QUESTION 10, ANSWER 7. DOES THE PART OF THE SENTENCE MARKED 7 NEED
 A CAPITAL LETTER? NO. D.C. IS ALREADY CAPITALIZED.

LET'S LOOK AT QUESTION 10, ANSWER 8. NONE COULD NOT BE RIGHT.
 WE FOUND THAT PART 6 NEEDED A CAPITAL LETTER.

DO NOT START WORK ON THIS PART OF THE TEST YET.

WHEN YOU DO THESE CAPITALIZATION QUESTIONS IT IS NOT IMPORTANT
 THAT YOU UNDERSTAND EVERY WORD OR EVEN THAT YOU UNDERSTAND WHAT THE
 SENTENCE MEANS. DO NOT SPEND A LOT OF TIME READING THE SENTENCE.
 JUST TRY TO FIND A PART THAT NEEDS A CAPITAL. LOOK FOR NAMES AND
 CHECK THEM. SEE IF THE BEGINNING OF THE SENTENCE IS CAPITALIZED.
 REMEMBER, YOU ARE BEING ASKED TO LOOK FOR CAPITALS, NOT ASKED TO
 UNDERSTAND THE SENTENCE. DO NOT WASTE TIME TRYING TO UNDERSTAND
 WHAT YOU HAVE READ IF YOU CAN FIND WHERE THE CAPITAL IS NEEDED.

NOW DO ITEM 11 BY YOURSELF AND MARK YOUR ANSWER.

(6)

(Allow enough time for all students to read the sample item and mark their answers. Do not read the item aloud. Question 11 as it appears in the test booklet is as follows:

11. My dad's | name is | Dan. | None
1 2 3 4)

YOU SHOULD HAVE FILLED IN THE CIRCLE WITH THE "4" IN IT.

PART 1 DOES NOT NEED A CAPITAL. YOU NEED A CAPITAL AT THE BEGINNING OF A SENTENCE AND THE CAPITAL IS THERE.

PART 2 DOES NOT NEED A CAPITAL. THERE IS NO WORD THERE THAT NEEDS A CAPITAL.

THE WORD "DAN" IN PART 3 SHOULD BE CAPITALIZED BECAUSE IT IS A NAME. THE D IN DAN IS CAPITALIZED AND SO PART 3 DOES NOT NEED A CAPITAL.

THEREFORE, PART 4, NONE, MUST BE RIGHT. THERE ARE NO CAPITALS NEEDED AND SO THE ANSWER IS NONE.

ARE THERE ANY QUESTIONS? IF YOU DO NOT UNDERSTAND WHAT YOU ARE TO DO, RAISE YOUR HAND.

(When you are sure that all students understand the directions, say
DO NOT START UNTIL I TELL YOU TO DO SO. WHEN I DO, YOU WILL
CONTINUE TO ANSWER EVERY ITEM, STARTING WITH ITEM 12, UNTIL YOU COME
TO THE WORD "STOP". YOU WILL HAVE 3 MINUTES TO DO THIS TEST. ARE
THERE ANY QUESTIONS?

(Answer all questions.)

FIND ITEM 12 IN YOUR TEST BOOKLET.. NOW FIND ITEM 12 ON YOUR
ANSWER SHEET.

BEGIN.

(Start timing, and record the time on this line:

Add 3 minutes and record the time on this line:

Starting time
+3

As the children are working, check the following things: (7)

1. The children should only be looking for places that need capitals. Stop any children who are struggling to read a word or trying to make sense out of a sentence.
 2. Remind children that seem to be stuck on one question to mark down the numbers of hard questions on their marker, guess the answer, and come back to the hard question after they have completed all the others.
 3. Are the children using their markers correctly?
- At the stopping time, say:)

STOP. THIS IS THE END OF THE CAPITALIZATION TEST. MAKE SURE THAT ALL YOUR MARKS ON THE PUNCTUATION AND CAPITALIZATION TEST ARE HEAVY AND DARK AND THAT YOU HAVE COMPLETELY ERASED ANY MARKS THAT YOU DO NOT WANT.

NOW WE WILL CORRECT THE TEST. IF YOU HAVE AN ITEM WRONG, PUT A LINE THROUGH THE ITEM NUMBER.

QUESTION A, ANSWER 2.	6,5.	12,5.
QUESTION 1, ANSWER 1.	7,3.	13,2.
QUESTION 2, ANSWER 8.	8,8.	14,7.
3,1.	9,3.	15,3.
4,6.	10,6.	16,7.
5,4.	11,4.	

COUNT THE NUMBER YOU HAVE CORRECT. WRITE THAT NUMBER NEXT TO THE CTBS.

(Point to CTBS on the right hand side of the answer section.)

DID YOU WORK HARD ON THIS TEST? DID YOU SHOW ME HOW VERY WELL YOU CAN DO WHEN YOU TRY? WE WILL PRACTICE MORE NEXT WEEK SO THAT YOU WILL DO BETTER ON TESTS.

TEST BOOKLET

SAMPLE ITEM A:

A. She is coming May 14 1977.

1 . 2 , 3 ? 4 None

1. My friend has a new ball

1 . 2 , 3 ? 4 None

2. "Do you like my doll?" asked Jane.

5 . 6 , 7 ? 8 None

3. Mr Brown is in school today.

1 . 2 , 3 ? 4 None

4. The flag is red white, and blue.

5 . 6 , 7 ? 8 None

5. My mother is Mrs. Hall.

1 . 2 , 3 ? 4 None

6. His name is John T Jones.

5 . 6 , 7 ? 8 None

7. What do you want

1 . 2 , 3 ? 4 None

8. I like candy, cake, and milk.

5 . 6 , 7 ? 8 None

9. What is your name.

1 . 2 , 3 ? 4 None

STOP

SAMPLE ITEM 10:

10. I live | in washington, | D.C. | None
5 | 6 | 7 | 8

SAMPLE ITEM 11:

11. My dad's | name is | Dan. | None
1 | 2 | 3 | 4

WAIT

12. Can I | go to | Bill's house? | None
5 | 6 | 7 | 813. It was | an african | drum. | None
1 | 2 | 3 | 414. I got | the book | from mr. Clark. | None
5 | 6 | 7 | 815. I plan | to go to work | on tuesday. | None
1 | 2 | 3 | 416. You can get | balls at | mike's sport shop. | None
5 | 6 | 7 | 8

STOP

Note to teacher

OBJECTIVES BEHIND PRACTICE TEST EIGHT

1. The Language Expression section of the CTBS uses six different kinds of formats. Practice test eight introduces the first three types of formats used.
2. Students are taught to eliminate answers they know are not good choices and to guess among the remaining possibilities if they do not know the correct answer.

TEACHER'S MANUAL

(2)

(Pass out a test booklet, answer sheet, and marker to each child.)

DID YOU PLACE YOUR ANSWER SHEET NEXT TO THE HAND YOU WRITE WITH?

TODAY'S TEST IS A LANGUAGE EXPRESSION TEST. THIS TEST WILL SHOW HOW WELL YOU CAN USE WORDS TO SAY WHAT YOU MEAN. IT WILL SHOW WHETHER YOU ARE USING WORDS CORRECTLY OR NOT.

BEFORE I TELL YOU THE DIRECTIONS FOR TODAY'S TEST, I WANTED TO TALK TO YOU ABOUT GUESSING. IF YOU DO NOT KNOW AN ANSWER ON A TEST, YOU SHOULD ALWAYS TRY TO GUESS THE CORRECT ANSWER. THE FIRST THING TO DO IS TO DECIDE WHICH ANSWERS COULD NOT BE RIGHT. FROM THE ANSWERS THAT ARE LEFT, GUESS WHICH ONE MIGHT BE RIGHT AND MARK THAT NUMBER ON YOUR ANSWER SHEET. BE SURE TO MARK THE NUMBER OF THE ITEM ON YOUR MARKER SO THAT IF YOU FINISH ALL THE QUESTIONS YOU CAN COME BACK TO THE GUESSED ITEM. THEN, MAYBE, WITH MORE TIME YOU CAN FIGURE OUT THE CORRECT ANSWER AND MARK IT ON THE ANSWER SHEET INSTEAD OF THE GUESSED ANSWER. IF THE ANSWERS ARE ONE, TWO, THREE, AND FOUR AND YOU KNOW THAT TWO IS NOT THE CORRECT ANSWER, YOU WOULD GUESS ONE, THREE, OR FOUR. IF THE ANSWERS ARE FIVE, SIX, SEVEN, AND EIGHT AND YOU KNOW THAT FIVE AND SIX ARE NOT CORRECT, WHAT ARE THE NUMBERS THAT YOU MIGHT GUESS?

(Call on a child for the answer.)

THAT'S RIGHT. YOU COULD GUESS EITHER SEVEN OR EIGHT IF YOU KNOW FIVE AND SIX ARE WRONG. IF THE ANSWERS ARE ONE, TWO, THREE, AND FOUR AND YOU KNOW THAT ONE, TWO, AND THREE ARE WRONG, WHAT ARE THE NUMBERS THAT YOU MIGHT GUESS?

(Call on a child for the answer.)

THAT'S RIGHT. YOU MUST MARK FOUR. YOUR ANSWER WOULD NOT BE A

GUESS, THOUGH, BECAUSE IT IS THE ONLY ANSWER LEFT. IT MUST BE THE (3) RIGHT ANSWER.

LISTEN CAREFULLY WHILE I GIVE YOU DIRECTIONS FOR THIS TEST. THERE WILL BE THREE PARTS TO THIS TEST. I WILL GIVE YOU THE DIRECTIONS FOR EACH PART AS WE COME TO IT.

IN ITEMS A THROUGH 4, EACH SENTENCE IS DIVIDED INTO THREE PARTS. IN ONE OF THESE PARTS, THERE MIGHT BE A MISTAKE IN THE USE OF A WORD. IF THE WORD IS USED INCORRECTLY, IT MIGHT SOUND FUNNY TO YOU IN THE SENTENCE. IF THERE IS A MISTAKE, FILL IN THE SPACE THAT GOES WITH THE PART THAT HAS THE MISTAKE. IF THERE IS NO MISTAKE, FILL IN THE SPACE THAT GOES WITH "NONE."

READ ITEM A SILENTLY WHILE I READ IT ALOUD.

"A. SHE WALK HOME FROM SCHOOL."

(The item appears as follows in the test booklet:

A. She walk		home		from school.		None
1		2		3		4)

IS THERE A MISTAKE? WHO CAN TELL ME?

(Call on a child to give the answer.)

THAT'S RIGHT. THE MISTAKE IS IN PART 1. THAT PART OF THE SENTENCE HAS A MISTAKE. IT SHOULD SAY "SHE WALKS", NOT "SHE WALK."

DO SAMPLE ITEM 1 AND FILL IN THE SPACE THAT GOES WITH THE ANSWER YOU CHOOSE.

(Allow enough time for all students to read the sample item and mark their answers. Do not read the item aloud. The item appears as follows in the test booklet:

Sample item 1. I like		you		very lots.		None
1		2		3		4)

YOU SHOULD HAVE FILLED IN SPACE "3", BECAUSE THAT PART OF THE SENTENCE HAS A MISTAKE. IT SHOULD SAY "VERY MUCH" NOT "VERY LOTS."

ARE THERE ANY QUESTIONS? IF YOU DO NOT UNDERSTAND WHAT YOU (4)
ARE TO DO, RAISE YOUR HAND.

(When you are sure all students understand the directions say:)

DO NOT START UNTIL I TELL YOU TO DO SO. WHEN I DO, YOU WILL
CONTINUE TO ANSWER EVERY ITEM, STARTING WITH ITEM 2 AND CONTINUING
THROUGH ITEM 5 UNTIL YOU COME TO THE WORD "STOP" AFTER ITEM 5. IF
YOU COME TO THE WORD "STOP" BEFORE I TELL YOU TO STOP, YOU MAY GO
BACK OVER ITEMS 2 THROUGH 5. YOU WILL HAVE 3 MINUTES TO DO THESE
ITEMS. ARE THERE ANY QUESTIONS?

(Answer all questions.)

FIND ITEM 2 IN YOUR TEST BOOKLET. NOW FIND ITEM 2 ON YOUR
ANSWER SHEET. BEGIN.

(Start timing, and record the time on this line:

Starting time

+3

add 3 minutes and record the time on this line:

Stopping time

While the children are working, check to see if:

1. Are the children marking difficult questions down on their
marker and then guessing the answers?
2. Have the children stopped at question number 5?)

At the stopping time, say:)

STOP. THAT IS ALL THE TIME YOU HAVE FOR ITEMS 2 THROUGH 5.

LISTEN WHILE I TELL YOU ABOUT ITEMS 6 THROUGH 11. IN THE ITEMS,
EACH BLANK SHOWS THAT ONE OR MORE WORDS ARE MISSING FROM THE SENTENCE.
READ EACH SENTENCE. THEN CHOOSE THE ANSWER THAT FITS BEST IN THE
BLANK. FILL IN THE SPACE THAT GOES WITH THE ANSWER YOU CHOOSE.

LET'S LOOK AT SAMPLE ITEM NUMBER 6. READ SILENTLY WHILE I
READ ALOUD. "6. HE BLANK THE BALL."

WHICH WORD FITS IN THE BLANK? WHICH SOUNDS BEST? (5)

ANSWER 5. HE THROW THE BALL.

ANSWER 6. HE THREW THE BALL.

ANSWER 7. HE THROWN THE BALL.

ANSWER 8. HE THROWN THE BALL.

(Call on a child to give the answer.)

RIGHT. "HE THREW THE BALL." WE KNOW BETTER THAN TO USE THE WORDS "THROW", "THROWED," OR "THROWN" AFTER THE WORD "HE." THE RIGHT ANSWER IS QUESTION 6, ANSWER 6.

NOW READ THE NEXT ITEM AND FILL IN THE SPACE THAT GOES WITH THE ANSWER YOU CHOOSE.

(Allow enough time for all students to read sample item 7 and mark their answers. Do not read the item aloud.)

YOU SHOULD HAVE FILLED IN SPACE "2," BECAUSE "SHE HAS A COLD" SOUNDS RIGHT. WE KNOW BETTER THAN TO SAY "HER HAS A COLD," "THEY HAS A COLD," OR "YOU HAS A COLD." THE RIGHT ANSWER IS QUESTION 7, ANSWER 2.

ARE THERE ANY QUESTIONS? IF YOU DO NOT UNDERSTAND WHAT YOU ARE TO DO, RAISE YOUR HAND.

(When you are sure that all students understand the directions, say:)

DO NOT START UNTIL I TELL YOU TO DO SO. WHEN I DO, YOU WILL CONTINUE TO ANSWER EVERY ITEM, STARTING WITH ITEM 8 AND CONTINUING THROUGH ITEM 11 UNTIL YOU COME TO THE WORD "STOP" AFTER ITEM 11. IF YOU COME TO THE WORD "STOP" BEFORE I TELL YOU TO STOP, YOU MAY GO BACK OVER ITEMS 8 THROUGH 11. YOU WILL HAVE 3 MINUTES TO DO THESE ITEMS. ARE THERE ANY QUESTIONS?

(Answer all questions.)

FIND ITEM 8 IN YOUR TEST BOOKLET. NOW FIND ITEM 8 ON YOUR

(Start timing, and record the time on this line:

Starting time (6)
+3

Add 3 minutes and record the time on this line:

Stopping time

While the children are working, check to see if:

1. Do the children seem to understand the directions?
2. Is any child marking answers without reading the questions?
3. Have the children stopped at question number 11?

At the stopping time, say:)

STOP. THAT IS ALL THE TIME YOU HAVE FOR ITEMS 8 THROUGH 11.

LISTEN WHILE I TELL YOU ABOUT ITEMS 12 THROUGH 17.

(The following is the poem appearing above question 12 in the

Test Booklet:

line 1	I will be a cowboy
line 2	And ride, ride, <u>A</u> .
line 3	I will have my little dog
line 4	Close by my <u>B</u> .
line 5	My horse will take me
line 6	On and on
line 7	To ride all the day.
line 8	But when I want
line 9	To go back <u>C</u>
line 10	<u>D</u> will know the way.

Sample item 12: 12. Which of these words belongs in Space A in line 2?

- | | |
|---------|-----------|
| 5. jump | 6. pony |
| 7. fast | 8. ride) |

TURN TO THE NEXT PAGE IN YOUR TEST BOOKLET.

NOW WE WILL SEE HOW TO DO ANOTHER KIND OF ITEM. LOOK AT THE

POEM. READ THE FIRST TWO LINES SILENTLY WHILE I READ THEM ALOUD.

"I WILL BE A COWBOY AND RIDE, RIDE, BLANK."

LET'S READ SAMPLE ITEM NUMBER 12. READ ALONG SILENTLY WHILE I READ

ALOUD. "12. WHICH OF THESE WORDS BELONGS IN SPACE A IN LINE 2?"

WHO KNOWS THE ANSWER?

(Call on a child to give the answer.)

RIGHT, THE ANSWER IS "RIDE." THE POEM SHOULD READ " I WILL BE (7) A COWBOY AND RIDE, RIDE, RIDE." YOU SHOULD NOW MARK QUESTION 12, ANSWER 8 BECAUSE THAT IS THE WORD THAT GOES IN SPACE A.

LET'S LOOK AT SAMPLE ITEM 13. READ SILENTLY AS I READ ALOUD.
 "13. WHICH WORD BELOW MEANS ABOUT THE SAME AS "COWBOY" IN LINE 1?"

(Item 13 reads as follows:

13. Which word below means about the same as cowboy in line 1?
- | | |
|------------|------------------|
| 1. farmer | 2. ranchman |
| 3. fireman | 4. truck driver) |

WHO KNOWS THE ANSWER?

(Call on a child to give the answer.)

THAT'S RIGHT. RANCHMAN MEANS ABOUT THE SAME AS COWBOY. MARK QUESTION 13, ANSWER 2 ON YOUR ANSWER SHEET.

ARE THERE ANY QUESTIONS? IF YOU DO NOT UNDERSTAND HOW TO DO EITHER OF THESE SAMPLE QUESTIONS, RAISE YOUR HAND.

(When you are sure that all students understand, say:)

DO NOT START UNTIL I TELL YOU TO DO SO. WHEN I DO, YOU WILL READ THE POEM AND ANSWER EVERY ITEM, STARTING WITH ITEM 14, UNTIL YOU COME TO THE WORD "STOP" AFTER ITEM 17. IF YOU HAVE COME TO THE WORD "STOP" BEFORE I TELL YOU TO STOP, YOU MAY GO BACK OVER ITEMS 14 THROUGH 17. YOU WILL HAVE 3 MINUTES TO DO THESE ITEMS.

ARE THERE ANY QUESTIONS?

(Answer all questions.)

FIND ITEM 14 IN YOUR TEST BOOKLET. NOW FIND ITEM 14 ON YOUR ANSWER SHEET. READ THE POEM AND ANSWER ITEMS 14 THROUGH 17. BEGIN.

(Start timing, and record the time on this line: _____ (8)

Starting time

+3

Add 3 minutes, and record the time on this line: _____

Stopping time

While the children are working, check:

1. Stop any child who is answering randomly without reading the questions. Encourage him to try.
2. See if all children understand the types of questions asked in this section. Plan to talk later with any who might need extra explanation.

At the stopping time, say:)

STOP. THAT IS ALL THE TIME YOU HAVE FOR TODAY'S TEST. MAKE SURE THAT ALL YOUR MARKS ARE HEAVY AND DARK AND THAT YOU HAVE COMPLETELY ERASED ANY MARKS THAT YOU DO NOT WANT.

NOW WE WILL CORRECT THE TEST. IF YOU HAVE AN ITEM WRONG, PUT A LINE THROUGH THE ITEM NUMBER.

QUESTION A, NUMBER 1.	8, 7.	16, 7.
QUESTION 1, NUMBER 3.	9, 4.	17, 2.
QUESTION 2, NUMBER 6.	10, 6.	
3, 4.	11, 4.	
4, 5.	12, 8.	
5, 1.	13, 2.	
6, 6.	14, 5.	
7, 2.	15, 2.	

COUNT THE NUMBER YOU HAVE CORRECT. WRITE THAT NUMBER NEXT TO THE CTBS.

THIS WAS A LONG TEST. YOU ALL WORKED VERY HARD. YOU ARE GETTING VERY GOOD AT TAKING TESTS. KEEP UP THE GOOD WORK.

WE WILL PRACTICE MORE NEXT WEEK SO THAT YOU WILL DO BETTER ON TESTS.

TEST BOOKLET

SAMPLE ITEM A:

A. She walk home from school. None
 1 2 3 4

SAMPLE ITEM 1:

1. I like you very lots. None
 1 2 3 4

2. I have brung a towel. None
 5 6 7 8

3. I don't ever want to come home. None
 1 2 3 4

4. Leave me see that. None
 5 6 7 8

5. He can't never play with me again. None
 1 2 3 4

STOP

SAMPLE ITEM 6:

6. He ____ the ball.
 5. throw 6. threw
 7. throwed 8. thrown

SAMPLE ITEM 7:

7. ____ has a cold.
 1. her 2. she
 3. they 4. you

8. How ____ you feeling today?
 5. were 6. is
 7. are 8. was

WAIT

9. John ____ broken the toy.
 1. done 2. have
 3. is 4. has

10. He is the boy ____ took my doll.
 5. he 6. who
 7. what 8. whom

11. He did it all by ____.
 1. hisself 2. hisselves
 3. himselfes 4. himself

STOP

Line 1 I will be a cowboy
Line 2 And ride, ride, A
Line 3 I will have my little dog
Line 4 Close by my B.

Line 5 My horse will take me
Line 6 On and on
Line 7 To ride all the day
Line 8 But when I want
Line 9 To go back C
Line 10 D will know the way.

SAMPLE ITEM 12:

12. Which of these words belongs in space A in line 2?

- | | |
|---------|---------|
| 5. jump | 6. pony |
| 7. fast | 8. ride |

SAMPLE ITEM 13:

13. Which word below means about the same as "cowboy" in line 1?

- | | |
|------------|-----------------|
| 1. farmer | 2. ranchman |
| 3. fireman | 4. truck driver |

WAIT

14. Which of these words belongs in space B in line 4?

- | | |
|----------|----------|
| 5. side | 6. house |
| 7. horse | 8. puppy |

15. Which of these words belongs in space C in line 9?

- | | |
|--------------|---------|
| 1. to school | 2. home |
| 3. there | 4. down |

16. Which of these words belongs in space D in line 10?

- | | |
|-------|----------|
| 5. it | 6. they |
| 7. he | 8. these |

17. Which word below means about the same as "close" in line 4?

- | | |
|------------|---------|
| 1. running | 2. near |
| 3. just | 4. shut |

STOP

Note to teacher

OBJECTIVES BEHIND PRACTICE TEST NINE

1. This test introduces the last three question formats used in the Language Expression section of the CTBS. At the end of this session, the children will be familiar with all possible types of questions in the area of language expression, as it appears on the CTBS.
2. Reminders will be given to note hard questions on marker, to check answers when time permits, and to guess when the answer is not known.

TEACHER'S MANUAL

(Pass out a test booklet, marker, and answer sheet to each child.) (1)

AGAIN TODAY WE WILL LEARN ABOUT THE TYPES OF QUESTIONS USED ON A LANGUAGE EXPRESSION TEST. REMEMBER, ON THIS TYPE OF TEST, I AM INTERESTED IN FINDING OUT HOW WELL YOU UNDERSTAND AND USE WORDS.

LET'S FIRST SEE HOW MUCH YOU REMEMBER. IF YOU COME TO A QUESTION THAT IS HARD, WHAT DO YOU DO SO THAT YOU WILL REMEMBER TO COME BACK TO CHECK THE HARD QUESTION AFTER YOU HAVE ANSWERED ALL THE OTHER QUESTIONS?

(Call on a child for the answer. The answer should in some way say that the number of the hard question should be noted on the marker.)

WHEN YOU DON'T KNOW THE ANSWER, SHOULD YOU GUESS OR NOT?

(Call on a child for the answer. Yes, you should always guess.)

CAN ANYONE TELL ME A GOOD WAY TO MAKE A GUESS IF YOU KNOW THAT SOME OF THE ANSWERS CANNOT BE CORRECT?

(Call on a child for the answer. The answer should in some way say that before guessing, answer options known to be incorrect should be eliminated.)

WHAT DO YOU USE YOUR MARKER FOR?

(Call on a child for the answer. The marker serves two functions. It should be used to keep the place in the test booklet. It also should be used to note difficult questions to come back to check.)

WHERE SHOULD YOU KEEP YOUR ANSWER SHEET?

(Call on a child for the answer. The correct answer is next to the hand that you write with.)

IF YOU COME TO A HARD WORD, SHOULD YOU SPEND A LONG TIME TRYING (2) TO FIGURE OUT WHAT IT SAYS?

(Call on a child for the answer. The answer should be no. The only time the children need to struggle with a hard word is if it is absolutely necessary for them to know what it says to answer a question. Children should be aware of this fact.)

LISTEN NOW WHILE I TELL YOU HOW TO DO ITEMS A THROUGH 4. THEY WILL SHOW HOW WELL YOU CAN USE THE SAME WORD IN DIFFERENT SENTENCES. READ THE WORD IN CAPITAL LETTERS AND THE FOUR SENTENCES BELOW IT. ALL FOUR SENTENCES USE THE WORD THAT IS IN CAPITAL LETTERS. IN THREE OF THE SENTENCES, THE WORD FITS. IN ONE SENTENCE, THE WORD DOES NOT FIT. FIND SAMPLE A. READ SILENTLY WHILE I READ ALOUD.

"A. PLAY

1. BOB SAW A PLAY.
2. I PLAY WITH MY DOLL.
3. I LIKE TO PLAY BALL.
4. THE FOOD IS ON MY PLAY."

THE WORD PLAY DOES NOT FIT INTO WHICH SENTENCE?

(Call on a child for the answer.)

THAT'S RIGHT. QUESTION A, ANSWER 4 IS WRONG, BECAUSE THE WORD "PLAY" DOES NOT FIT IN THAT SENTENCE.

NOW READ SAMPLE ITEM 1 TO YOURSELF AND MARK THE ANSWER WHICH YOU THINK DOES NOT FIT.

(Allow enough time for all students to read the sample item and choose their answers. Do not read the item aloud. The item is as follows:

1. HOME
 1. He got a home run.
 2. The toy was home from wood.
 3. My home is on the next street.
 4. I have to go home.)

YOU SHOULD HAVE CHOSEN ANSWER "2", BECAUSE THE WORD "HOME" (3) DOES NOT FIT IN THE SECOND SENTENCE.

DO NOT START UNTIL I TELL YOU TO DO SO. WHEN I DO, YOU WILL ANSWER ITEMS 2 THROUGH 4. WHEN YOU COME TO THE WORD "STOP", IF YOU HAVE TIME, GO BACK AND CHECK YOUR WORK. YOU HAVE THREE MINUTES TO DO THIS SECTION? ARE THERE ANY QUESTIONS?

(Answer any questions.)

FIND ITEM 2 IN YOUR TEST BOOKLET. NOW FIND ITEM 2 ON YOUR ANSWER SHEET. IS YOUR MARKER PLACED SO THAT IT IS UNDER ITEM 2?

BEGIN.

(Start timing, and record the time on this line:

Starting Time

+3

Add 3 minutes and record the time on this line:

Stopping time

While the children are working, check:

1. Are the children using their marker properly?
2. Are they guessing if they do not know the answer? All answer spaces should be filled in.
3. Is any child answering randomly without reading?

At the stopping time, say:)

STOP.

LET'S READ SAMPLE ITEM 5. FOR THIS TEST, YOU ARE TO FILL IN THE SPACE THAT GOES WITH THE ANSWER TO THE QUESTION. READ ITEM 5 SILENTLY WHILE I READ IT ALOUD.

5. THE BOX WAS VERY LIGHT.

WHAT IS THE MEANING OF "LIGHT" IN THIS SENTENCE?

1. TELLS YOU TO GO OR STOP
2. NOT DARK
3. NOT HEAVY
4. START TO BURN

WHO KNOWS THE RIGHT ANSWER?

(4)

(Call on a child to give the answer.)

THAT'S RIGHT. THE ANSWER IS QUESTION 5, ANSWER 3. THE BOX WAS VERY LIGHT, MEANING NOT HEAVY. FILL IN ITEM 5.

READ SAMPLE ITEM 6 TO YOURSELF AND FILL IN THE ANSWER THAT YOU THINK IS BEST.

(Allow enough time for all students to read the sample item and decide which answer to choose. Do not read the item aloud.

The item appears in the test booklet as follows:

6. Do not go over this line until I say go.
What is the meaning of "line" in this sentence?
5. marks on the street
6. talks well
7. where you start in a race
8. where you hang wet clothes)

WHO KNOWS THE ANSWER?

(Call on a child to give the answer.)

THAT'S RIGHT. THE ANSWER IS QUESTION 6, ANSWER 7. YOU ARE NOT TO GO OVER THE LINE BECAUSE THE LINE SHOWS WHERE TO START IN A RACE.

ARE THERE ANY QUESTIONS? IF YOU DO NOT UNDERSTAND WHAT YOU ARE TO DO, RAISE YOUR HAND. TURN THE PAGE.

(When you are sure that all students understand the directions, say:)
DO NOT START UNTIL I TELL YOU TO DO SO. WHEN I DO, YOU WILL CONTINUE TO ANSWER EVERY ITEM FROM ITEM 7 THROUGH 9 UNTIL YOU COME TO THE WORD "STOP" AFTER ITEM 9. IF YOU COME TO THE WORD "STOP" BEFORE I TELL YOU TO STOP, YOU MAY GO BACK OVER ITEMS 7 THROUGH 9. YOU WILL HAVE 3 MINUTES TO DO THESE ITEMS.

BEGIN.

(START TIMING, AND RECORD THE TIME ON THIS LINE:

(5)
Starting time
+5

Add 3 minutes, and record the time on this line:

Stopping time

At the stopping time, say:)

STOP. THAT IS ALL THE TIME YOU HAVE FOR ITEMS 7 THROUGH 9.

LET'S READ SAMPLE ITEM 10. READ SILENTLY WHILE I READ ALOUD.

"10. WHICH OF THESE DOES NOT RUN?

- 5. BOY
- 6. CAR
- 7. CLOCK
- 8. TREE

WHO KNOWS THE ANSWER?

(Call on a child for the answer.)

THAT'S RIGHT. THE ANSWER IS QUESTION 10, ANSWER 8. A TREE DOES NOT RUN.

NOW READ SAMPLE ITEM 11 AND MARK THE ANSWER WHICH YOU THINK IS BEST.

(Allow enough time for all students to read the sample item and mark their answer. Do not read the item aloud.)

WHO KNOWS THE ANSWER?

- 1. rain 2. sun 3. snow
- 4. ice)

(Call on a child for the answer.)

THAT'S RIGHT. THE ANSWER IS QUESTION 11, ANSWER 2. THE SUN IS NOT WET.

LET'S READ SAMPLE ITEM 12. READ SILENTLY WHILE I READ ALOUD.

"12. WHICH SENTENCE SHOULD BE FIRST?

- 5. HE WENT TO SCHOOL.
- 6. HE WOKE UP.
- 7. HE ATE BREAKFAST.
- 8. HE GOT DRESSED."

LOOK AT THESE FOUR SENTENCES. THEY GO TOGETHER TO TELL A (6)
STORY. READ ALL FOUR SENTENCES TO SEE WHICH ONE SHOULD COME FIRST
IN THE STORY. WHO CAN TELL ME WHICH SENTENCE SHOULD COME FIRST?

(Call on a child to give the answer.)

THAT'S RIGHT, "HE WOKE UP" IS THE FIRST SENTENCE IN THE
STORY. THE STORY GOES LIKE THIS. "HE WOKE UP. HE GOT DRESSED.
HE ATE BREAKFAST. HE WENT TO SCHOOL." "HE WOKE UP" IS FIRST. YOU
SHOULD MARK QUESTION 12, ANSWER 6 NOW.

READ SAMPLE ITEM 13 TO YOURSELF AND MARK THE ANSWER THAT YOU
THINK IS BEST.

(Allow enough time for all students to read the sample item and
mark their answers. The sample item appears in the test booklet as
follows:

13. Which sentence should be first?

1. Sally got out a glass.
2. Sally took some milk.
3. Sally drank the milk.
4. Sally was thirsty.)

WHO KNOWS THE ANSWER?

(Call on a child to give the answer.)

THAT'S RIGHT, "SALLY WAS THIRSTY" IS THE FIRST SENTENCE IN THE
STORY. YOU SHOULD HAVE CHOSEN THE SENTENCE WITH THE "4" NEXT TO IT.

ARE THERE ANY QUESTIONS? IF YOU DO NOT UNDERSTAND WHAT YOU ARE
TO DO, RAISE YOUR HAND.

(When you are sure all students understand the directions, say:)

DO NOT START UNTIL I TELL YOU TO DO SO. WHEN I DO, YOU WILL
CONTINUE TO ANSWER EVERY ITEM, 14 THROUGH 17 UNTIL YOU COME TO
THE WORD "STOP" AFTER ITEM 17. IF YOU COME TO THE WORD "STOP" BEFORE
I TELL YOU TO STOP, YOU MAY GO BACK OVER ITEMS 14 THROUGH 17. YOU
WILL HAVE 3 MINUTES TO DO THIS SECTION.

FIND ITEM 14 IN YOUR TEST BOOKLET. NOW FIND ITEM 14 ON YOUR ANSWER (7) SHEET. BEGIN.

(Start timing, and record the time on this line:

Starting Time

+3

Add three minutes, and record the time on this line:

Stopping Time

At the stopping time, say:)

STOP. THIS IS THE END OF THE LANGUAGE EXPRESSION TEST. MAKE SURE ALL YOUR MARKS ARE HEAVY AND DARK AND THAT YOU HAVE COMPLETELY ERASED ANY MARKS THAT YOU DO NOT WANT.

NOW WE WILL CORRECT THE TEST. IF YOU HAVE AN ITEM WRONG, PUT A LINE THROUGH THE ITEM NUMBER.

QUESTION A, ANSWER 4.	7. 2	14. 7
QUESTION 1, ANSWER 2.	8. 8	15. 1
QUESTION 2, ANSWER 5.	9. 2	16. 7
3. 3	10. 8	17. 3
4. 6	11. 2	
5. 3	12. 6	
6. 7	13. 4	

COUNT THE NUMBER YOU HAVE CORRECT. WRITE THAT NUMBER NEXT TO THE CTBS.

YOU WORKED VERY HARD EVEN THOUGH THIS WAS A VERY LONG TEST. I AM PROUD OF HOW HARD YOU WORKED.

WE WILL PRACTICE MORE NEXT WEEK SO THAT YOU WILL DO BETTER ON TESTS.

TEST BOOKLET

SAMPLE ITEM A:

A. PLAY

1. Bob saw a play.
2. I play with my doll.
3. I like to play ball.
4. The food is on my play.

SAMPLE ITEM 1:

1. HOME

1. He got a home run.
2. The toy was home from wood.
3. My home is on the next street.
4. I have to go home.

 nail

2. RAN

5. I think it will ran.
6. He ran to the store.
7. The motor ran fast.
8. She ran the show.

3. BACK

1. Go back the other way.
2. Use the back door.
3. He will back his trunk.
4. She is in the back of the room.

4. NAIL

5. I broke my nail.
6. I got a letter in the nail.
7. Please, nail that box together.
8. Get me a hammer and a nail.

 STOP

SAMPLE ITEM 5.

5. The box was very light.

What is the meaning of "light" in this sentence?

1. tells you to go or stop
2. not dark
3. not heavy
4. start to burn

SAMPLE ITEM 6

6. Do not go over this line until I say go.

What is the meaning of "line" in this sentence?

5. marks on the street
6. talks well
7. where you start in a race
8. where you hang wet clothes

 nail

 GO ON TO NEXT PAGE

7. Can I go to Bob's house?

What is the meaning of "can" in this sentence?

1. place for garbage
2. be able
3. food is in it
4. jail

8. Do not point at me!

What is the meaning of "point" in this sentence?

5. tip of a pencil
6. main idea
7. sharp end of a blade
8. you do it with your finger

9. He said "I feel fine."

What is the meaning of "fine" in this sentence?

1. have to pay money
2. feel well
3. thin line
4. small mark

STOP

SAMPLE ITEM 10:

10. Which of these does not run?

5. boy
6. car
7. clock
8. tree

SAMPLE ITEM 11:

11. Which of these is not wet?

1. rain
2. sun
3. snow
4. ice

SAMPLE ITEM 12:

12. Which sentence should be first?

5. He went to school.
6. He woke up.
7. He ate breakfast.
8. He got dressed.

SAMPLE ITEM 13:

13. Which sentence should be first?

1. Sally got out a glass.
2. Sally took some milk.
3. Sally drank the milk.
4. Sally was thirsty.

14. Which of these is most noisy?

5. a laugh
6. a bird singing
7. a car horn
8. a kitten's purr

GO ON TO THE NEXT PAGE

15. Which sentence should be first?
1. He put on his coat.
 2. He ran down the street
 3. He began to play.
 4. He opened the door.
16. Which of these is biggest?
5. a ball
 6. a dog
 7. a house
 8. a girl
17. Which sentence should be first?
1. I opened my book.
 2. I read my book.
 3. I got out my book.
 4. I closed my book.

STOP

Note to teacher

OBJECTIVES BEHIND PRACTICE TEST TEN

1. The aim of this lesson will be to give the children practice in guessing. The lesson is specially made so that the children will be forced to guess.
2. This lesson is different because the children will actually be writing in the test booklet as well as the answer sheet.
3. The format used is the reading vocabulary format the children have used before.

TEACHER'S MANUAL

(Pass out a marker, test booklet and answer sheet to each child.)

TODAY'S TEST WILL BE DIFFERENT FROM THE TESTS YOU HAVE TAKEN OTHER DAYS. THE PURPOSE OF TODAY'S TEST WILL BE TO GIVE YOU PRACTICE GUESSING.

TODAY WILL BE DIFFERENT BECAUSE YOU WILL WRITE IN YOUR TEST BOOKLET AS WELL AS YOUR ANSWER SHEET. TODAY WILL BE THE ONLY DAY YOU WILL WRITE IN YOUR TEST BOOKLET.

LET'S LOOK AT SAMPLE ITEM A. PLACE YOUR MARKER SO THAT YOU CAN ONLY SEE SAMPLE ITEM A.

LOOK AT THE DIRECTIONS FOR THE TEST. READ THE DIRECTIONS SILENTLY WHILE I READ THEM ALOUD.

THIS TEST WILL SHOW HOW WELL YOU KNOW THE MEANINGS OF WORDS. LOOK AT THE WORD WITH THE LINE UNDER IT. THEN READ THE WORDS BELOW IT. CHOOSE THE WORD THAT MEANS THE SAME, OR ABOUT THE SAME, AS THE WORD WITH THE LINE UNDER IT. FILL IN THE SPACE THAT GOES WITH THE ANSWER YOU CHOOSE.

SAMPLE A. SAYS: "A. LITTLE BOY" LITTLE IS UNDERLINED. LISTEN FOR THE NEXT INSTRUCTION, FOR IT IS DIFFERENT FROM WHAT WE HAVE DONE BEFORE . LOOK AT THE FOUR CHOICES. TWO OF THE WORDS ARE EASY TO READ AND TWO ARE VERY HARD.

ARE THERE ANY CHOICES THAT YOU KNOW DO NOT MEAN THE SAME AS THE WORD THAT IS UNDERLINED? ARE THERE ANY CHOICES THAT DO NOT MEAN THE SAME AS LITTLE?

(Call on a child for the answer. The sample item looks as below:

A. little boy 1. enormous 2. big 3. ~~big~~ black
4. microscopic)

(2)
 THAT'S RIGHT. NUMBER 2, BIG, DOES NOT MEAN THE SAME AS LITTLE.
 LISTEN TO FIND OUT WHAT TO DO. WITH YOUR PENCIL, DRAW A LINE THROUGH
 THE WORD "BIG" ON YOUR TEST BOOKLET.

WHAT IS THE OTHER WORD THAT YOU KNOW DOES NOT MEAN LITTLE?

(Call on a child for the answer which is black.)

THAT'S RIGHT. NUMBER 3, BLACK, DOES NOT MEAN THE SAME AS LITTLE.
 WITH YOUR PENCIL, DRAW A LINE THROUGH THE WORD "BLACK" ON YOUR
TEST BOOKLET.

(Walk around the room to see that all children have understood
 to draw a line through these incorrect answers on their test booklet.)

THERE ARE TWO WORDS LEFT. THESE WORDS ARE BIG WORDS. I WOULD
 EXPECT THAT MANY OF YOU DO NOT KNOW WHAT THESE WORDS ARE. NOW COMES
 YOUR CHANCE TO GUESS. THE ANSWER, YOU HAVE ALREADY SAID, CANNOT BE
 NUMBER 2 OR NUMBER 3. MAKE A GUESS. DO YOU THINK THE ANSWER IS
 NUMBER 1 OR NUMBER 4. ON YOUR TEST BOOKLET, MAKE A CIRCLE AROUND THE
 ANSWER THAT YOU THINK IS CORRECT. MAKE A CIRCLE AROUND THE WORD NEXT
 TO NUMBER ONE OR THE WORD NEXT TO NUMBER 4.

(Walk around the room and check to see if the children have
 made a circle around number 1, enormous, or number 4, microscopic.)

NOW I WILL GIVE YOU A BIG HINT. I WILL TELL YOU WHAT WORD
 NUMBER 1 AND WORD NUMBER 4 MEAN. LISTEN TO MY DEFINITIONS AND THEN
 FILL IN THE ANSWER YOU THINK IS CORRECT ON YOUR ANSWER SHEET. REMEMBER
 WE HAVE ALREADY SAID THE ANSWER CANNOT BE NUMBER 2 OR NUMBER 3.

WORD NUMBER 1 IS ENORMOUS. ENORMOUS MEANS VERY, VERY BIG. WORD
 NUMBER 4 IS MICROSCOPIC. MICROSCOPIC MEANS VERY, VERY SMALL.

WHICH WORD MEANS THE SAME, OR ABOUT THE SAME, AS THE UNDERLINED
 WORD, LITTLE? FIND ITEM A ON YOUR ANSWER SHEET AND MARK THE SPACE
 THAT GOES WITH THE ANSWER YOU CHOOSE.

LET'S LOOK AT QUESTION NUMBER 1. MOVE YOUR MARKER DOWN SO THAT YOU CAN SEE QUESTION NUMBER 1.

(Question 1 is as follows:

1. pretty scene 1. hot 2. picturesque 3. fragrant
4. top)

QUESTION 1 SAYS: "1. PRETTY SCENE" PRETTY IS UNDERLINED. LOOK AT THE FOUR CHOICES. AGAIN, TWO ARE EASY TO READ AND TWO ARE HARD TO READ. ARE THERE ANY WORDS THAT YOU KNOW DO NOT MEAN THE SAME AS THE UNDERLINED WORD, THE WORD PRETTY?

(Call on a child for the answer. The child should answer hot and top. If the child only gives one of the two words, call on another child to give the second word.)

THAT'S RIGHT. THE WORDS HOT AND TOP DO NOT MEAN THE SAME AS PRETTY. ON YOUR TEST BOOKLET, CROSS OUT THE WORDS HOT AND TOP. DID YOU DRAW A LINE THROUGH THE WORDS HOT AND TOP?

THE TWO LONG, HARD TO READ WORDS ARE LEFT. EVEN IF YOU DO NOT KNOW WHAT THESE WORDS ARE, YOU CAN GUESS WHICH ONE OF THEM MIGHT BE THE CORRECT ANSWER. THE CORRECT ANSWER CANNOT BE 1, HOT, OR 4, TOP. MAKE A GUESS. MAKE A CIRCLE IN YOUR TEST BOOKLET AROUND THE WORD THAT YOU THINK MEANS THE SAME AS PRETTY. MAKE A CIRCLE AROUND THE WORD WITH NUMBER 2 OR THE WORD WITH NUMBER 3.

(Walk around the room and check to see if the children have made a circle around either 2. picturesque or 3. fragrant.)

NOW I WILL GIVE YOU THE MEANINGS OF THESE TWO HARD WORDS. LISTEN SO THAT YOU CAN FILL IN THE ANSWER THAT YOU THINK IS CORRECT ON YOUR ANSWER SHEET.

WORD NUMBER 2 IS PICTURESQUE. IT MEANS GOOD TO LOOK AT. WORD NUMBER 3 IS FRAGRANT WHICH MEANS NICE SMELLING.

WHICH WORD MEANS THE SAME, OR ABOUT THE SAME, AS THE UNDER- (4)
 LINED WORD, PRETTY, AS IN PRETTY SCENE? FIND ITEM 1 ON YOUR
ANSWER SHEET AND MARK THE SPACE THAT GOES WITH THE ANSWER YOU
 CHOOSE.

(question 2 is as follows:

2. funny story 5. bad 6. sick 7. questionable 8. hilarious)

QUESTION 2 SAYS: "2. FUNNY STORY" FUNNY IS UNDERLINED. LOOK
 AT THE FOUR CHOICES. AGAIN, TWO ARE EASY TO READ AND TWO ARE HARD
 TO READ. ARE THERE ANY WORDS THAT YOU KNOW DO NOT MEAN THE SAME AS
 THE UNDERLINED WORD, FUNNY?

(Call on a child for the answer. The child should answer bad and
 sick. If the child only gives one of the two words, call on another
 child to give the second word...)

THAT'S RIGHT. THE WORDS BAD AND SICK DO NOT MEAN THE SAME AS
 FUNNY. ON YOUR TEST BOOKLET, DRAW A LINE THROUGH THE WORDS BAD AND
 SICK.

THE TWO LONG, HARD TO READ WORDS ARE LEFT. MAKE A CIRCLE
 AROUND THE WORD THAT YOU THINK MEANS THE SAME AS FUNNY. MAKE A GUESS.

(Walk around the room and check to see if the children have made
 a circle around either 7. questionable or 8. hilarious.)

NOW I WILL GIVE YOU THE MEANINGS OF THE HARD WORDS. WHICH ONE
 MEANS THE SAME, OR ABOUT THE SAME AS FUNNY? NUMBER 7, QUESTIONABLE,
 MEANS DOUBTFUL. NUMBER 8, HILARIOUS, MEANS VERY AMUSING.

WHICH WORD MEANS THE SAME, OR ABOUT THE SAME, AS THE UNDERLINED
 WORD, FUNNY? FIND ITEM 2 ON YOUR ANSWER SHEET AND MARK THE SPACE
 THAT GOES WITH THE ANSWER YOU CHOOSE.

MOVE YOUR MARKER SO THAT YOU CAN SEE QUESTION NUMBER 3.

(5)

(Question 3 is as follows:

3. good friend 1. companion 2. party 3. book 4. directory)

QUESTION 3 SAYS: "3. GOOD FRIEND" FRIEND IS UNDERLINED.

LOOK AT THE FOUR CHOICES. AGAIN, TWO ARE EASY AND TWO ARE HARD TO READ. ARE THERE ANY WORDS THAT YOU KNOW DO NOT MEAN THE SAME AS THE UNDERLINED WORD, FRIEND?

(Call on a child for the answer. The child should answer party and book. If the child only gives one of the two words, call on another child to give the second word.)

THAT'S RIGHT. THE WORDS BOOK AND PARTY DO NOT MEAN THE SAME AS FRIEND. ON YOUR TEST BOOKLET, DRAW A LINE THROUGH THE WORDS BOOK AND PARTY.

THE TWO LONG, HARD TO READ WORDS ARE LEFT. MAKE A CIRCLE AROUND THE WORD THAT YOU THINK MEANS THE SAME AS FRIEND. MAKE A GUESS.

(Walk around the room and check to see if the children have made a circle around either 1. companion or 4. directory.)

NOW I WILL GIVE YOU THE MEANINGS OF THE HARD WORDS. WHICH ONE MEANS THE SAME, OR ABOUT THE SAME AS FRIEND? NUMBER 1, COMPANION, IS SOMEONE YOU LIKE TO DO THINGS WITH. NUMBER 4, DIRECTORY, IS A LIST OF THINGS.

WHICH WORD MEANS THE SAME, OR ABOUT THE SAME, AS THE UNDERLINED WORD, FRIEND? FIND ITEM 3 ON YOUR ANSWER SHEET AND MARK THE SPACE THAT GOES WITH THE ANSWER YOU CHOOSE.

MOVE YOUR MARKER SO THAT YOU CAN SEE QUESTION NUMBER 4.

(Question 4 is as follows:

4. warm house 5. convalesce 6. residence 7. yellow 8. bark)

QUESTION 4 SAYS: "4. WARM HOUSE" HOUSE IS UNDERLINED. LOOK AT THE FOUR CHOICES. FIND THE WORDS THAT YOU KNOW DO NOT MEAN THE SAME AS HOUSE. DRAW A LINE THROUGH THESE WORDS. DO IT NOW.

(Walk around the room and see if the children have drawn a line through yellow and bark.)

DID YOU DRAW A LINE THROUGH NUMBER 7, YELLOW AND NUMBER 8, BARK?

THE TWO LONG, HARD TO READ WORDS ARE LEFT. MAKE A CIRCLE AROUND THE WORD THAT YOU THINK MEANS THE SAME AS HOUSE. MAKE A GUESS.

NOW I WILL TELL YOU THE MEANINGS OF THE HARD WORDS. WHICH ONE MEANS THE SAME AS HOUSE? NUMBER 5, CONVALESCE, MEANS TO REST AND GET BETTER. NUMBER 6, RESIDENCE, MEANS A PLACE TO LIVE.

WHICH WORD MEANS THE SAME AS THE UNDERLINED WORD, HOUSE? FIND ITEM 4 ON YOUR ANSWER SHEET AND MARK THE SPACE THAT GOES WITH THE ANSWER YOU CHOOSE.

MOVE YOUR MARKER SO THAT YOU CAN SEE QUESTION NUMBER 5.

(5. city zoo 1. zoological park 2. bicentennial parade 3. school
4. flower)

QUESTION 5 SAYS: "5. CITY ZOO" ZOO IS UNDERLINED. LOOK AT THE FOUR CHOICES. FIND THE WORDS THAT YOU KNOW DO NOT MEAN THE SAME AS ZOO. DRAW A LINE THROUGH THESE WORDS. DO IT NOW.

(Pause while children work.)

DID YOU DRAW A LINE THROUGH NUMBER 3, SCHOOL AND NUMBER 4, FLOWER?

THE TWO LONG, HARD TO READ WORDS ARE LEFT. MAKE A CIRCLE AROUND THE WORD THAT YOU THINK MEANS THE SAME AS ZOO. MAKE A GUESS.

NOW I WILL TELL YOU THE MEANINGS OF THE HARD WORDS. WHICH ONE MEANS THE SAME AS ZOO? NUMBER 1, ZOOLOGICAL PARK IS A PLACE TO KEEP WILD ANIMALS. NUMBER 2, BICENTENNIAL PARADE IS A GROUP OF PEOPLE MARCHING.

WHICH WORD MEANS THE SAME AS THE UNDERLINED WORD, ZOO? FIND ITEM 5 ON YOUR ANSWER SHEET AND MARK THE SPACE THAT GOES WITH THE ANSWER YOU CHOOSE.

MOVE YOUR MARKER SO THAT YOU CAN SEE QUESTION NUMBER 6.

(6. long letter 5. thistle 6. two 7. cake 8. epistle)

QUESTION 6 SAYS: "6. LONG LETTER" LETTER IS UNDERLINED. LOOK AT THE FOUR CHOICES. FIND THE WORDS THAT YOU KNOW DO NOT MEAN THE SAME AS LETTER. DRAW A LINE THROUGH THESE WORDS. DO IT NOW.

(Pause while children work.)

DID YOU DRAW A LINE THROUGH NUMBER 6., TWO AND NUMBER 7, CAKE?

THE TWO LONG, HARD WORDS ARE LEFT. MAKE A CIRCLE AROUND THE WORD THAT YOU THINK MEANS THE SAME AS LETTER. MAKE A GUESS.

NOW I WILL TELL YOU THE MEANINGS OF THE HARD WORDS. WHICH ONE MEANS THE SAME AS LETTER? NUMBER 5, THISTLE, IS A KIND OF WEED. NUMBER 8, EPISTLE, IS SOMETHING YOU WRITE.

WHICH WORD MEANS THE SAME AS THE UNDERLINED WORD, LETTER? FIND ITEM 6 ON YOUR ANSWER SHEET AND MARK THE SPACE THAT GOES WITH THE ANSWER YOU CHOOSE.

MOVE YOUR MARKER SO THAT YOU CAN SEE QUESTION NUMBER 7.

(7. good food 1. mosquito 2. sustenance 3. door 4. club)

QUESTION 7 SAYS: "7. GOOD FOOD" FOOD IS UNDERLINED. LOOK AT THE FOUR CHOICES. FIND THE WORDS THAT YOU KNOW DO NOT MEAN THE SAME AS FOOD. DRAW A LINE THROUGH THESE WORDS. DO IT NOW.

(Pause while children work.)

DID YOU DRAW A LINE THROUGH NUMBER 3, DOOR, AND NUMBER 4, CLUB?

THE TWO LONG, HARD WORDS ARE LEFT. MAKE A CIRCLE AROUND THE WORD THAT YOU THINK MEANS THE SAME AS FOOD. MAKE A GUESS.

NOW I WILL TELL YOU THE MEANINGS OF THE HARD WORDS. WHICH ONE MEANS THE SAME AS FOOD? NUMBER 1, MOSQUITO, IS AN INSECT THAT BITES.

(8)

NUMBER 2, SUSTENANCE, IS SOMETHING TO EAT.

WHICH WORD MEANS THE SAME AS FOOD? FIND ITEM 7 ON YOUR
ANSWER SHEET AND MARK THE SPACE THAT GOES WITH THE ANSWER YOU CHOOSE.
(Pause so children can mark answer.)
MOVE YOUR MARKER SO THAT YOU CAN SEE QUESTION NUMBER 8.

(8. green turtle 5. pedestrian 6. pig 7. terrapin 8. cat)

QUESTION 8 SAYS: "8. GREEN TURTLE" TURTLE IS UNDERLINED. LOOK
AT THE FOUR CHOICES. FIND THE WORDS THAT YOU KNOW DO NOT MEAN THE
SAME AS TURTLE. DRAW A LINE THROUGH THESE WORDS. DO IT NOW.

(Pause while children work.)

DID YOU DRAW A LINE THROUGH NUMBER 6, PIG, AND NUMBER 8, CAT?

THE TWO LONG, HARD WORDS ARE LEFT. MAKE A CIRCLE AROUND THE WORD
THAT YOU THINK MEANS THE SAME AS TURTLE. MAKE A GUESS.

NOW I WILL TELL YOU THE MEANINGS OF THE HARD WORDS. WHICH ONE
MEANS THE SAME AS TURTLE? NUMBER 5, PEDESTRIAN, IS A PERSON WHO
WALKS. NUMBER 7, TERRAPIN, IS A SMALL ANIMAL WITH A SHELL.

WHICH WORD MEANS THE SAME AS TURTLE? FIND ITEM 8 ON YOUR
ANSWER SHEET AND MARK THE SPACE THAT GOES WITH THE ANSWER YOU CHOOSE.

(Pause so children can mark answer.)

MOVE YOUR MARKER SO THAT YOU CAN SEE QUESTION NUMBER 9.

(9. very hot 1. stifling 2. ran 3. crushable 4. boy)

QUESTION 9 SAYS: "9. VERY HOT" HOT IS UNDERLINED. LOOK AT THE
FOUR CHOICES. FIND THE WORDS THAT YOU KNOW DO NOT MEAN THE SAME AS
HOT. DRAW A LINE THROUGH THESE WORDS. DO IT NOW.

(Pause while children work.)

DID YOU DRAW A LINE THROUGH NUMBER 2., RAN AND NUMBER 4, BOY?

THE TWO LONG, HARD WORDS ARE LEFT. MAKE A CIRCLE AROUND THE
WORD THAT YOU THINK MEANS THE SAME AS HOT. MAKE A GUESS.

NOW I WILL TELL YOU THE MEANINGS OF THE HARD WORDS.

WHICH ONE MEANS THE SAME AS HOT?

(9)

NUMBER 1, STIFLING, MEANS VERY, VERY WARM. NUMBER 3, CRUSHABLE, MEANS ABLE TO BE SMASHED.

WHICH WORD MEANS THE SAME AS HOT? FIND ITEM 9 ON YOUR ANSWER SHEET AND MARK THE SPACE THAT GOES WITH THE ANSWER YOU CHOOSE.

(Pause so children can mark answer.)

MOVE YOUR MARKER SO THAT YOU CAN SEE QUESTION NUMBER 10.

(10. Big sister 5. Dad 6. emotional 7. five 8. sibling)

QUESTION 10 SAYS: "10. BIG SISTER" SISTER IS UNDERLINED.

LOOK AT THE FOUR CHOICES. FIND THE WORDS THAT YOU KNOW DO NOT MEAN THE SAME AS SISTER. DRAW A LINE THROUGH THESE WORDS. DO IT NOW.

(Pause while children work.)

DID YOU DRAW A LINE THROUGH NUMBER 5, DAD AND NUMBER 7, FIVE? THE TWO LONG, HARD WORDS ARE LEFT. MAKE A CIRCLE AROUND THE WORD THAT YOU THINK MEANS THE SAME AS SISTER. MAKE A GUESS.

NOW I WILL TELL YOU THE MEANINGS OF THE HARD WORDS. WHICH ONE MEANS THE SAME AS SISTER? NUMBER 6, EMOTIONAL MEANS HAVING A STRONG FEELING ABOUT SOMETHING. NUMBER 8, SIBLING MEANS ANOTHER CHILD IN YOUR FAMILY.

WHICH WORD MEANS THE SAME AS SISTER? FIND ITEM 10 ON YOUR ANSWER SHEET AND MARK THE SPACE THAT GOES WITH THE ANSWER YOU CHOOSE.

THIS IS THE END OF THE TEST FOR TODAY. MAKE SURE THAT ALL YOUR MARKS ARE HEAVY AND DARK AND THAT YOU HAVE COMPLETELY ERASED ANY MARKS THAT YOU DO NOT WANT.

NOW WE WILL CORRECT THE TEST. WE HAVE TWO TESTS TO CORRECT. FIRST WE WILL CORRECT THE TEST IN YOUR TEST BOOKLET. LOOK AT YOUR TEST BOOKLET.

(Hold up a test booklet so that the children can see where to

(10)
correct. After they correct this, they will correct the answer sheet.)

REMEMBER. THE ANSWERS IN YOUR TEST BOOKLET WERE PROBABLY ALL GUESSES. YOU COULD NOT READ THE LONG, HARD WORDS SO YOU ELIMINATED THE WORDS YOU KNEW WERE NOT CORRECT AND GUESSED FROM THE ANSWERS THAT WERE LEFT. LET'S SEE HOW WELL YOU COULD DO WHEN ALL YOUR ANSWERS WERE GUESSES.

IF YOU HAVE AN ITEM WRONG, PUT A LINE THROUGH THE ITEM NUMBER.

QUESTION 4, ANSWER 4.	4, 6.	8, 7.
QUESTION 1, ANSWER 2.	5, 1.	9, 1.
QUESTION 2, ANSWER 8.	6, 8.	10, 8.
3, 1.	7, 2.	

DID YOU GET A LOT RIGHT EVEN THOUGH ALL OF YOUR ANSWERS WERE GUESSES? THIS SHOULD SHOW YOU HOW GUESSING CAN HELP YOU WHEN YOU DO NOT KNOW THE ANSWER FOR SURE. SEE HOW MANY MORE POINTS YOU WOULD HAVE GOTTEN IF THIS WERE A REAL TEST AND YOU HAD GUESSED WHEN YOU DIDN'T KNOW THE ANSWER.

NOW LET'S CORRECT THE ANSWER SHEETS.

(Hold up an answer sheet so that the children can see what they will now correct.)

IF YOU HAVE AN ITEM WRONG, PUT A LINE THROUGH THE ITEM NUMBER.

QUESTION 4, ANSWER 4.	4, 6.	8, 7.
QUESTION 1, ANSWER 2.	5, 1.	9, 1.
QUESTION 2, ANSWER 8.	6, 8.	10, 8.
3, 1.	7, 2.	

COUNT THE NUMBER YOU HAVE CORRECT. WRITE THAT NUMBER NEXT TO THE CTBS. SEE HOW MANY MORE YOU HAVE GOTTEN CORRECT. WHEN YOU KNOW THE ANSWER, IT IS BETTER TO READ THE QUESTION CAREFULLY THAN TO GUESS

(11)

AND TO FILL IN AN ANSWER WITHOUT TRYING THE QUESTION FIRST.

I KNOW YOU HAVE LEARNED SOMETHING ABOUT GUESSING TODAY. WE
WILL PRACTICE MORE NEXT WEEK SO THAT YOU WILL DO BETTER ON TESTS.

TEST BOOKLET

This test will show how well you know the meanings of words.

DIRECTIONS: Look at the word with the line under it. Then read the words below it. Choose the word that means the same, or about the same as the word with the line under it. Fill in the space that goes with the answer you choose.

SAMPLE ITEM:

A. little boy

1. enormous
2. big
3. black
4. microscopic

WAIT

1. pretty scene

1. not
2. picturesque
3. fragrant
4. top

2. funny story

5. bad
6. sick
7. questionable
8. hilarious

3. good friend

1. companion
2. party
3. book
4. directory

4. warm house

5. convalesce
6. residence
7. yellow
8. bark

5. city zoo

1. zoological park
2. bicentennial parade
3. school
4. flower

6. long letter

5. thistle
6. two
7. cake
8. epistle

7. good food

1. mosquito
2. sustenance
3. door
4. club

8. green turtle

5. pedestrian
6. pig
7. terrapin
8. cat

9. very hot

1. stifling
2. ran
3. crushable
4. boy

10. big sister

5. Dad
6. emotional
7. five
8. sibling

STOP

Note to teacher

OBJECTIVES BEHIND PRACTICE TEST ELEVEN

1. This lesson introduces the format of the mathematics computation test. The format for this test is very simple and the children should have little difficulty with it. This is the only practice test, therefore, that the children will take on this section of the CTBS.

2. Problems increase in difficulty in this section. Children are told that on tests which increase in difficulty, they are not expected to answer all the questions because the harder questions are meant for older children. They are reminded to note harder questions down on their marker to return to if they have time.

TEACHER'S MANUAL

(Pass out a test booklet, marker, and answer sheet to each child. The marker should be large enough to work out answers to the math problems.) DID YOU PLACE YOUR ANSWER SHEET NEXT TO THE HAND YOU WRITE WITH?

TODAY WE WILL SEE HOW WELL YOU CAN ADD, SUBTRACT, MULTIPLY, AND DIVIDE. LISTEN CAREFULLY WHILE I GIVE YOU THE DIRECTIONS FOR THIS TEST.

DO THE PROBLEMS IN EACH SECTION UNTIL YOU COME TO THE WORD "STOP." FILL IN THE SPACE THAT GOES WITH THE ANSWER YOU CHOOSE. USE SCRAP PAPER TO DO YOUR WORK. YOU CAN USE YOUR MARKER AS SCRAP PAPER TO FIGURE OUT YOUR ANSWERS. DO NOT WORK THE PROBLEMS OUT IN YOUR TEST BOOKLET. YOU MUST WRITE ONLY ON YOUR MARKER, NOT IN THE TEST BOOKLET.

SOME TESTS GET HARDER AND HARDER AS YOU WORK ON A TEST. THE LAST PROBLEMS IN A SECTION, BEFORE YOU ARE TOLD TO STOP, WILL BE HARDER THAN THE FIRST ONES. THESE HARDER PROBLEMS ARE MEANT FOR OLDER CHILDREN. DO NOT WORRY IF YOU CANNOT ANSWER THE HARDER QUESTIONS. A FOURTH GRADER CAN DO WELL ON A TEST EVEN IF HE DOES NOT GET ALL THE ANSWERS CORRECT. IF YOU COME TO A HARD QUESTION, WRITE THE NUMBER OF THAT QUESTION DOWN ON YOUR MARKER, MAKE A GUESS ABOUT THE ANSWER, AND GO ON TO THE NEXT PROBLEM. DO NOT WASTE TOO MUCH TIME ON HARD PROBLEMS. IF YOU HAVE TIME AFTER YOU HAVE FINISHED ALL THE QUESTIONS, GO BACK AND WORK ON THE HARD QUESTIONS. PLACE YOUR MARKER SO THAT YOU CAN SEE THE SAMPLE ITEM.

NOW DO SAMPLE ITEM A AND FILL IN THE SPACE THAT GOES WITH THE ANSWER YOU CHOOSE.

(Sample A appears on the test booklet as follows:

$$\begin{array}{r} A. \quad 3 \\ + 4 \\ \hline \end{array}$$

- A. 7
- B. 12
- C. 34
- D. 43

(Allow enough time for all students to read the sample item and (2) mark their answers. Do not read the item aloud.)

YOU SHOULD HAVE FILLED IN SPACE "A" BECAUSE 3 PLUS 4 IS SEVEN. DO NOT WRITE A "7" ON YOUR TEST BOOKLET.

DO NOT START WORK ON THE TEST YET. ARE THERE ANY QUESTIONS? IF YOU DO NOT UNDERSTAND WHAT YOU ARE TO DO, RAISE YOUR HAND.

(When you are sure that all students understand the directions, say:)

DO NOT START UNTIL I TELL YOU TO DO SO. WHEN I DO, YOU WILL CONTINUE TO DO ALL THE ADDITION PROBLEMS UNTIL YOU COME TO THE WORD "STOP" AFTER ITEM 4. YOU WILL HAVE 3 MINUTES TO DO THE ADDITION PROBLEMS. BE SURE TO DO YOUR WORK ON YOUR SCRATCH PAPER MARKER, NOT ON YOUR TEST BOOKLET. ARE THERE ANY QUESTIONS?

(IF THERE ARE NO QUESTIONS, SAY:)

PLACE YOUR MARKER SO THAT YOU CAN SEE ITEM 1. NOW FIND ITEM 1 ON YOUR ANSWER SHEET. BEGIN.

(Start timing and record the time on this line:

starting time
+3

Add 3 minutes and record the time on this line:

Stopping time

While the children are working, check:

1. Make sure the children are working out the problems on their marker and not in the test booklet.
2. Insist that the children go back and check over their work if they finish early. This should become a habit with them.

At the stopping time, say:)

STOP. THIS IS THE END OF THE ADDITION TEST. ITEMS 5 THROUGH 8 ARE SUBTRACTION PROBLEMS. WHEN I TELL YOU TO START, YOU WILL DO ALL THE SUBTRACTION PROBLEMS UNTIL YOU COME TO THE WORD "STOP". YOU WILL HAVE 3 MINUTES TO DO THE SUBTRACTION PROBLEMS. REMEMBER TO DO ALL

YOUR WORK ON YOUR SCRATCH PAPER MARKER, NOT IN YOUR TEST BOOKLET. (3)
ARE THERE ANY QUESTIONS?

(Pause for questions.)

PLACE YOUR MARKER SO THAT YOU CAN SEE NUMBER 5 IN YOUR TEST
BOOKLET. NOW FIND ITEM 5 ON YOUR ANSWER SHEET. BEGIN.

(Start timing and record the time on this line:

Starting time
+3

Add 3 minutes and record the time on this line:

Stopping time

At the stopping time, say:)

STOP. THIS IS THE END OF THE SUBTRACTION TEST. ITEMS 9 THROUGH
12 ARE MULTIPLICATION PROBLEMS. WHEN I TELL YOU TO START, YOU WILL
DO ALL THE MULTIPLICATION PROBLEMS UNTIL YOU COME TO THE WORD "STOP"
AFTER ITEM 12. YOU WILL HAVE 3 MINUTES TO DO THE MULTIPLICATION
PROBLEMS. REMEMBER TO DO YOUR WORK ON YOUR SCRATCH PAPER MARKER.
ARE THERE ANY QUESTIONS?

(Pause for questions.)

PLACE YOUR MARKER SO THAT YOU CAN SEE NUMBER 9 IN YOUR TEST
BOOKLET. NOW FIND ITEM 9 ON YOUR ANSWER SHEET. BEGIN.

(Start timing and record the time on this line:

Starting time
+3

Add 3 minutes and record the time on this line:

Stopping time

At the stopping time, say:)

STOP. THIS IS THE END OF THE MULTIPLICATION TEST. HAVE YOU
NOTICED THAT THE QUESTIONS IN EACH SECTION GET HARDER AND HARDER
AS YOU GO ALONG? DO NOT WORRY IF YOU DO NOT FINISH ALL THE QUESTIONS
OR DO NOT GET THEM ALL CORRECT. I WOULD EXPECT OLDER CHILDREN TO
GET THE HARDER QUESTIONS RIGHT.

ITEMS 13 THROUGH 16 ARE DIVISION PROBLEMS. WHEN I TELL YOU TO
START, YOU WILL DO ALL THE DIVISION PROBLEMS UNTIL YOU COME TO THE

WORD "STOP". YOU WILL HAVE 3 MINUTES TO DO THE DIVISION PROBLEMS.(4)
 YOU WILL HAVE TO TURN THE PAGE.

REMEMBER TO DO YOUR WORK ON YOUR SCRATCH PAPER MARKER.

ARE THERE ANY QUESTIONS?

(Pause for questions.)

PLACE YOUR MARKER SO THAT YOU CAN SEE NUMBER 13 IN YOUR
 TEST BOOKLET. NOW FIND ITEM 13 ON YOUR ANSWER SHEET. BEGIN.

(Start timing and record the time on this line:

Starting time
 +3

Add 3 minutes and record the time on this line:

Stopping time

At the stopping time, say:)

STOP. THIS IS THE END OF THE TEST FOR TODAY. MAKE SURE THAT
 ALL YOUR MARKS ARE HEAVY AND DARK AND THAT YOU HAVE COMPLETELY
 ERASED ANY MARKS THAT YOU DO NOT WANT.

NOW WE WILL CORRECT THE TEST. IF YOU HAVE AN ITEM WRONG, PUT
 A LINE THROUGH THE ITEM NUMBER.

QUESTION A, ANSWER A.	5. C	10. E	15. B
QUESTION 1, ANSWER C.	6. F	11. D	16. E
QUESTION 2, ANSWER G.	7. A	12. H	
3. A	8. F	13. B	
4. H	9. C	14. E	

COUNT THE NUMBER YOU HAVE CORRECT. WRITE THAT NUMBER NEXT TO
 THE CTBS.

YOU HAVE LEARNED SO MANY THINGS SINCE WE HAVE BEGUN PRACTICING
 TAKING TESTS. I AM PROUD OF HOW HARD YOU HAVE WORKED AND HOW WELL
 YOU DO EACH WEEK.

WE WILL PRACTICE MORE NEXT WEEK SO THAT YOU WILL DO BETTER ON
 TESTS.

SAMPLE ITEM:

- A 3 A. 7
+ 4 B. 12
C. 34
D. 43

WAIT

Do these addition problems and fill in the space that goes with the answer you choose.

1. $2 + 6 + 4 =$ A. 8
B. 10
C. 12
D. 16

2. $\begin{array}{r} 857 \\ + 421 \\ \hline \end{array}$ E. 1,178
F. 1,187
G. 1,278
H. 1,378

3. $\begin{array}{r} 567 \\ 4,321 \\ 82 \\ 123 \\ + 85 \\ \hline \end{array}$ A. 5,178
B. 6,178
C. 6,187
D. 7,178

4. $85 + 20 + 67 =$
E. 105
F. 127
G. 152
H. 172
STOP

Do these subtraction problems and fill in the space that goes with the answer you choose.

5. $78 - 3 =$ A. 73
B. 74
C. 75
D. 81

6. $\begin{array}{r} 38 \\ - 23 \\ \hline \end{array}$ E. 5
F. 15
G. 16
H. 61

7. $65 - 9 =$ A. 56
B. 64
C. 66
D. 74

8. $\begin{array}{r} 246 \\ - 51 \\ \hline \end{array}$ E. 185
F. 195
G. 295
H. 297
STOP

Do these multiplication problems and fill in the space that goes with the answer you choose.

9. $4 \times 9 =$ A. 13
B. 32
C. 36
D. 49

10. $\begin{array}{r} 9 \\ \times 0 \\ \hline \end{array}$ E. 0
F. 9
G. 19
H. 90

11. $\begin{array}{r} 321 \\ \times 2 \\ \hline \end{array}$ A. 322
B. 323
C. 342
D. 642

12. $\begin{array}{r} 36 \\ \times 2 \\ \hline \end{array}$ E. 32
F. 38
G. 42
H. 72
STOP

Do these division problems and fill in the space that goes with the answer you choose.

13. $3 \overline{)9}$ A. 1
B. 3
C. 6
D. 12

14. $12 \div 2 =$ E. 6
F. 10
G. 14
H. 24

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15. $\frac{8}{2} =$ A. 2
B. 4
C. 6
D. 8

16. $10 \overline{) 70}$ E. 7
F. 10
G. 70
H. 30

STOP

. Note to teacher

OBJECTIVES BEHIND PRACTICE TEST TWELVE

1. This test introduces the format used in testing mathematics concepts and applications. The format used is mainly word problems. Many of the questions are accompanied by pictures and the children are expected to read the problem and then interpret the picture to find the answer.

2. Some of the reading vocabulary is peculiar to mathematics and the children may never have read these words before although they may know their meaning when spoken. The following is a list of words that the children should be able to sight read.

middle	altogether	greater than
equal	liter	number sentence
numeral	even number	point
angle	digit	diameter
line segment	hundreds place	odd number
another name for	fraction	number pair
set	portion shaded	scale
weigh	gram	members of a set
quart	half	

3. Children must read word problems carefully. The words tell them what to do. If they skip a hard word, as they have done on other tests, that word may have been the one to tell them which operation to use (+, -, X or ÷).

4. This is a long test and there is a good deal of reading. Most of the math is easy but the reading may discourage many of the children.

(Pass out a test booklet, marker, and answer sheet to each child.)
Marker must be large so that it can be used for scrap paper.)

TODAY'S TEST WILL BE AN ARITHMETIC TEST. THE QUESTIONS WILL
BE WORD PROBLEMS. YOU MUST READ THEM AND THEN WORK OUT THE PROBLEMS.

UNLIKE SOME OF THE OTHER TESTS, YOU MUST READ THESE PROBLEMS
CAREFULLY. THE WORDS WILL TELL YOU WHAT TO DO. IF YOU SKIP A
WORD THAT YOU DO NOT KNOW, THAT WORD MAY BE IMPORTANT TO FINDING
THE RIGHT ANSWER. BE SURE YOU UNDERSTAND WHAT THE QUESTION ASKS
BEFORE YOU TRY TO ANSWER THE QUESTION.

SOME OF THE QUESTIONS ARE VERY HARD. IF YOU COME TO A HARD
QUESTION, REMEMBER TO WRITE THE NUMBER OF THAT QUESTION DOWN ON
YOUR MARKER AND COME BACK TO WORK ON IT AFTER YOU HAVE FINISHED ALL
OF THE OTHER QUESTIONS. GUESS THE ANSWER TO THE HARD QUESTION THOUGH
BEFORE GOING ON TO THE NEXT QUESTION. DO NOT LEAVE ANY SPACE BLANK.

LISTEN CAREFULLY WHILE I GIVE DIRECTIONS FOR THIS TEST.

THIS TEST WILL SHOW HOW WELL YOU CAN DO MATHEMATICS PROBLEMS.

READ EACH ITEM AND CHOOSE THE ANSWER YOU THINK IS CORRECT. USE
YOUR SCRATCH PAPER MARKER TO DO YOUR WORK. FILL IN THE SPACE THAT
GOES WITH THE ANSWER YOU CHOOSE.

PLACE YOUR MARKER SO THAT YOU CAN SEE THE SAMPLE ITEM.

DO SAMPLE ITEM A AND FILL IN THE SPACE THAT GOES WITH THE
ANSWER YOU CHOOSE.

(Allow time for all students to read the sample item and mark
their answers. Do not read the item aloud. The item appears as below:

A. How many balls in this set?

A. 1 B. 2 C. 3 D. 4)

YOU SHOULD HAVE FILLED IN SPACE "C" BECAUSE THERE ARE THREE BALLS PICTURED IN THE SET. DO NOT START WORK ON THE TEST YET. ARE THERE ANY QUESTIONS? IF YOU DO NOT UNDERSTAND WHAT YOU ARE TO DO, RAISE YOUR HAND.

(Pause for questions.)

THIS IS A LONG TEST. I DO NOT EXPECT FOURTH GRADERS TO FINISH ALL THE QUESTIONS. WORK CAREFULLY AND YOU WILL GET A GOOD SCORE EVEN IF YOU DO NOT FINISH ALL THE QUESTIONS.

WHEN I TELL YOU TO BEGIN, YOU WILL CONTINUE TO DO EVERY PROBLEM, BEGINNING WITH ITEM 1. FOLLOW THE DIRECTIONS AT THE BOTTOM OF EACH PAGE. WHEN YOU COME TO THE WORD "STOP", GO BACK AND CHECK OVER YOUR WORK. YOU WILL HAVE 10 MINUTES TO DO THIS TEST. BE SURE TO DO YOUR WORK ON THE SCRATCH PAPER MARKER. ARE THERE ANY QUESTIONS?

(Pause for questions.)

PLACE YOUR MARKER SO THAT YOU CAN SEE ITEM NUMBER ONE. FIND ITEM 1 ON YOUR ANSWER SHEET. BEGIN.

(Start timing and record the time on this line:

Starting time
+ 10

Add 10 minutes and record the time on this line:

Stopping time

As the children are working, check:

1. Are the children using their marker and not the book for scratch paper?
2. Are the children noting hard questions on their marker, guessing the answers, and continuing with the questions. They should not spend too much time on any one problem.
3. This is a long test. Be suspicious of children who finish too quickly. Check their answers to see if they did the problems or simply marked in any answer.

At the stopping time, say:)

STOP. THIS IS THE END OF THIS TEST. MAKE SURE THAT ALL YOUR (3) MARKS ARE HEAVY AND DARK AND THAT YOU HAVE COMPLETELY ERASED ANY MARKS THAT YOU DO NOT WANT. THERE SHOULD BE NO PENCIL MARKS IN YOUR TEST BOOKLET.

NOW WE WILL CORRECT THE TEST. IF YOU HAVE AN ITEM WRONG, PUT A LINE THROUGH THE ITEM NUMBER.

QUESTION A, ANSWER C.	7, D.	14, E.
QUESTION 1, ANSWER A.	8, G.	15, B.
QUESTION 2, ANSWER G.	9, C.	
3, C.	10, F.	
4, F.	11, C.	
5, D.	12, F.	
6, F.	13, C.	

COUNT THE NUMBER YOU HAVE CORRECT. WRITE THAT NUMBER NEXT TO THE CTBS.

WHEN YOU TRY HARD ON A TEST, YOU DO WELL AND THEN YOU FEEL GOOD ABOUT YOURSELF. AND I AM PROUD OF YOU TOO. KEEP UP THE GOOD WORK.

WE WILL PRACTICE MORE NEXT WEEK SO THAT YOU WILL DO BETTER ON TESTS.

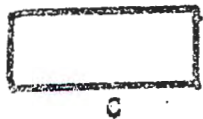
SAMPLE ITEM:

- ① How many balls in this set?



A. 1 B. 2 C. 3 D. 4

- ② Which of these figures is a square?



- ③ Which set below has an odd number of triangles?



- ④ What goes in the box to make the number sentence true?

$$3 - 1 = 5 - \square$$

A. 1 B. 2 C. 3 D. 4

- ④ There were 5 boys in a game. 8 were on the bench. How many boys altogether?

F. 12 F. 13 G. 14 H. 15

- ⑤ Which of these is another name for 15?

A. 3 + 8
B. 19 - 3
C. 12 + 1
D. 16 - 1

- ⑥ Five ducks were swimming on a lake. Two went away. How many were left?

A. 2 F. 3 G. 5 H. 7

- ⑦ Which of these numbers is greater than 4,638?

A. 3,846
B. 4,548
C. 4,634
D. 4,639

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NEXT PAGE

- 8 Which of these cookies is cut in half?



- 9 Tom has six pens. He gives two away. Then he buys three more. How many pens does he have now?

A. 3 B. 6 C. 7 D. 11

- 10 Jim went out to play when the clock looked like this.



When he came in, it looked like this.



How many hours did he play?

A. 2 B. 3 C. 5 D. 7

174

- 11 How much will it cost Bill to buy five candy bars if they cost five cents each?

A. 10¢ B. 20¢ C. 25¢ D. 50¢

- 12 How many sets are below?



E. 3 F. 4 G. 12 H. 13

- 13 If $2 + X = 7$, then X is:

A. 3 B. 4 C. 5 D. 6

- 14 The book Ted is reading has 70 pages. If he reads 7 pages a day, how many days will it take him to finish the book?

E. 10 F. 63 G. 77 H. 490

- 15 Which figure shows $\frac{1}{3}$ of its area shaded?



STOP

Note to teacher

OBJECTIVES BEHIND PRACTICE TEST THIRTEEN

1. This is the second time the children will be introduced to the language mechanics format. Instructions will be simplified and similar to those given during actual testing.
2. By looking over test scores, you will be able to get some sense of the children's level of skill with punctuation and capitalization.
3. Reminder will be made to put more effort into finding punctuation and capitalization mistakes than into comprehension.

TEACHER'S MANUAL

(Pass out test booklets, markers, and answer sheets.)

DID YOU PUT YOUR ANSWER SHEET NEXT TO THE HAND YOU WRITE WITH?

LISTEN CAREFULLY WHILE I GIVE YOU THE DIRECTIONS FOR THIS TEST.

ITEMS 1 THROUGH 9 WILL SHOW HOW WELL YOU CAN PUNCTUATE SENTENCES.

READ EACH SENTENCE AND DECIDE WHETHER A PERIOD, A COMMA, OR A QUESTION MARK IS NEEDED. THEN FILL IN THE SPACE THAT GOES WITH THE ANSWER YOU CHOOSE. IF NO MARK IS NEEDED, FILL IN THE SPACE THAT GOES WITH THE WORD "NONE."

REMEMBER TO LOOK FOR PUNCTUATION MARKS THAT ARE MISSING. DO NOT WORRY IF YOU DON'T UNDERSTAND A SENTENCE PERFECTLY. ALL YOU NEED TO DO IS FIND THE MISSING PUNCTUATION MARK. PLACE YOUR MARKER SO THAT YOU CAN SEE SAMPLE ITEM A.

DO SAMPLE ITEM A AT THE TOP OF THE PAGE AND FILL IN THE SPACE THAT GOES WITH THE ANSWER YOU CHOOSE.

(Allow enough time for all students to read the sample item and mark their answers. Do not read the item aloud. The sample item appears in the test booklet as below:

A. He plays baseball football, and tag.

1 . 2 , 3 ? 4 None)

YOU SHOULD HAVE FILLED IN SPACE "2" BECAUSE A COMMA IS NEEDED AFTER THE WORD BASEBALL IN THIS SENTENCE. DO NOT START WORK ON THE TEST YET.

ARE THERE ANY QUESTIONS? IF YOU DO NOT UNDERSTAND WHAT YOU ARE TO DO, RAISE YOUR HAND.

(Pause for questions.)

(2)

DO NOT START UNTIL I TELL YOU TO DO SO. WHEN I DO, YOU WILL CONTINUE TO ANSWER EVERY ITEM, STARTING WITH ITEM 1. STOP WHEN YOU COME TO THE WORD "STOP" AFTER ITEM 9 OR WHEN I TELL YOU TO STOP. THEN I WILL GIVE YOU DIRECTIONS FOR THE NEXT PART OF THE TEST. IF YOU FINISH, CHECK OVER YOUR WORK.

YOU WILL HAVE 3 MINUTES TO DO THE FIRST PART OF THIS TEST. ARE THERE ANY QUESTIONS?

(Pause for questions.)
MOVE YOUR MARKER
TO FIND ITEM 1 IN YOUR TEST BOOKLET. NOW FIND ITEM 1 ON YOUR ANSWER SHEET. BEGIN.

(Start timing, and record the time on this line:

starting time
+3
stopping time

While the children are working, check:

1. Are children actually going back over their work and completely rereading the questions again? Encourage them to do the questions over as if they had never done them before.

At the stopping time, say:)

STOP. THIS IS THE END OF THE PUNCTUATION TEST.

ITEMS 10 THROUGH 16 WILL SHOW HOW WELL YOU CAN USE CAPITAL LETTERS.

READ EACH SENTENCE AND DECIDE WHICH PART OF THE SENTENCE HAS A WORD THAT NEEDS A CAPITAL LETTER. EACH OF THESE SENTENCES IS DIVIDED INTO THREE PARTS. IF A WORD IN ANY PART NEEDS A CAPITAL LETTER, FILL IN THE SPACE THAT GOES WITH THAT PART OF THE SENTENCE. IF NO WORD IN THE SENTENCE NEEDS A CAPITAL LETTER, FILL IN THE SPACE THAT GOES WITH THE WORD "NONE."

(3)

FIND SAMPLE ITEM 10 IN THE MIDDLE OF THE PAGE. PLACE YOUR MARKER SO THAT YOU CAN SEE SAMPLE ITEM 10. DO SAMPLE ITEM 10 AND MARK YOUR ANSWER.

(Allow enough time for all students to read the sample item and mark their answers. Do not read the item aloud. The item appears in the test booklet as it appears below:

10. My school	is called	king.	None	
5	6	7	8)

YOU SHOULD HAVE FILLED IN THE CIRCLE WITH THE "7" IN IT. IN THE PART OF THE SENTENCE THAT SAYS "KING," THE WORD "KING" SHOULD BEGIN WITH A CAPITAL LETTER BECAUSE IT IS THE NAME OF A SCHOOL.

DO NOT START WORK ON THIS PART OF THE TEST YET. ARE THERE ANY QUESTIONS? IF YOU DO NOT UNDERSTAND WHAT YOU ARE TO DO, RAISE YOUR HAND.

(Pause for questions.)

DO NOT START UNTIL I TELL YOU TO DO SO. WHEN I DO, YOU WILL CONTINUE TO ANSWER EVERY ITEM, STARTING WITH ITEM 11, UNTIL YOU COME TO THE WORD "STOP" AT THE BOTTOM OF THE PAGE. YOU WILL HAVE 3 MINUTES TO DO THIS TEST. ARE THERE ANY QUESTIONS?

(Pause for questions.)

MOVE YOUR MARKER SO THAT YOU CAN SEE ITEM 11. BE SURE TO USE YOUR MARKER AS YOU TAKE THE TEST. NOW FIND ITEM 11 ON YOUR ANSWER SHEET. BEGIN.

(Start timing, and record the time on this line:

Starting time

+3

Add 3 minutes and record the time on this line:

Stopping time

While the children are working, check:

1. Are the children using their markers correctly?
2. Are the children working too quickly, writing any answer, rather than trying to find the correct answer? Encourage them to work through each question.

At the stopping time, say:)

STOP. THIS IS THE END OF THE LANGUAGE MECHANICS TEST. MAKE SURE THAT ALL YOUR MARKS ARE HEAVY AND DARK AND THAT YOU HAVE COMPLETELY ERASED ANY MARKS THAT YOU DO NOT WANT.

NOW WE WILL CORRECT THE TEST. IF YOU HAVE AN ITEM WRONG, PUT A LINE THROUGH THE ITEM NUMBER.

QUESTION A, ANSWER 2.	6, 5.	12, 7.
QUESTION 1, ANSWER 2.	7, 4.	13, 4.
QUESTION 2, ANSWER 7.	8, 7.	14, 7.
3, 1.	9, 4.	15, 3.
4, 8.	10, 7.	16, 7.
5, 1.	11, 1.	

COUNT THE NUMBER YOU HAVE CORRECT. WRITE THAT NUMBER NEXT TO THE CTBS.

I AM SO GLAD THAT YOU ARE WORKING SO HARD ON THESE TESTS. IT MAKES ME PROUD TO SEE YOU DOING THESE TESTS SO WELL.

WE WILL PRACTICE MORE NEXT WEEK SO THAT YOU WILL DO BETTER ON TESTS.

TEST BOOKLET

SAMPLE ITEM A:

A. He plays baseball football,
and tag.

1 . 2 , 3 ? 4 None
WAIT

1. Our school trip will be
March 1 1977.

1 . 2 , 3 ? 4 None

2. What time is it

5 . 6 , 7 ? 8 None

3. "Good morning!" said Mr Todd

1 . 2 , 3 ? 4 None

4. I went to the store to get
paper, pencils, and candy.

5 . 6 , 7 ? 8 None

5. John M Stevens will be our
new teacher.

1 . 2 , 3 ? 4 None

6. We go home at the end of
the day

5 . 6 , 7 ? 8 None

7. He won in June of 1974.

1 . 2 , 3 ? 4 None

8. Can you help me carry this

5 . 6 , 7 ? 8 None

9. Why can't I have one?

1 . 2 , 3 ? 4 None

STOP

SAMPLE ITEM:

10. My school
5

is called
6

King.
7

None
8

WAIT

11. Don and I
1

want to
2

play.
3

None
4

12. The books
5

belong to
6

Lee, bob, and Ted.
7

None
8

13. On Friday,
1

we will
2

go.
3

None
4

14. Did you
5

buy it
6

at k-mart?
7

None
8

15. The fire
1

was on
2

benning road.
3

None
4

16. I
5

like
6

Mrs. Jones.
7

None
8

STOP

Note to teacher

OBJECTIVES BEHIND PRACTICE TEST FOURTEEN

1. This lesson introduces for the second time the format used in the language expression test. Instructions are simplified.
2. To do well on this test demands the use of proper English phrasing. Correct children who use words incorrectly so that they will hear and use words correctly.
3. The children do not seem to be checking their work if they finish early. This lesson explains why it helps to go through the questions a second time and encourages the children to do so. Try to remind children who finish early to read through the questions a second time if you see them not working towards the end of the testing time.

TEACHER'S MANUAL

1

Pass out a test booklet, answer sheet and marker to each child.

TODAY'S TEST WILL SHOW HOW WELL YOU USE LANGUAGE, OR WORDS TO EXPRESS YOURSELF. DO YOU USE THE BEST WORDS, THE RIGHT WORDS, TO SAY WHAT YOU WANT TO SAY?

IN THE FIRST ITEMS YOU WILL DO, EACH SENTENCE IS DIVIDED INTO THREE PARTS. IN ONE OF THESE PARTS, THERE MIGHT BE A MISTAKE IN THE USE OF A WORD. IF THERE IS A MISTAKE, FILL IN THE SPACE THAT GOES WITH THE PART THAT HAS THE MISTAKE. IF THERE IS NO MISTAKE, FILL IN THE SPACE THAT GOES WITH "NONE."

PLACE YOUR MARKER SO THAT YOU CAN SEE SAMPLE ITEM A. FILL IN THE SPACE THAT GOES WITH THE ANSWER YOU CHOOSE.

(Allow children enough time to fill in their answer. Sample item A appears as follows:

A. He gone / home from school / early. / None
 1 2 3 4

Walk around the room to see if children are answering properly.)

YOU SHOULD HAVE FILLED IN SPACE 1, BECAUSE THAT PART OF THE SENTENCE HAS A MISTAKE. IT SHOULD SAY "HE WENT HOME FROM SCHOOL EARLY," NOT "HE GONE HOME FROM SCHOOL EARLY." DO NOT START ON THE TEST YET.

NOW WE WILL SEE HOW TO DO ANOTHER KIND OF ITEM. LOOK AT THE POEM ABOVE SAMPLE ITEM 1. MOVE YOUR MARKER SO THAT YOU CAN SEE THE POEM AND SAMPLE ITEM 1. READ THE POEM AND SAMPLE ITEM 1 NOW.

(Pause to allow all students to read the poem and sample item 1..)
 LOOK UP AT ME WHEN YOU HAVE FINISHED READING THE POEM AND SAMPLE ITEM .

(The poem and sample item appear as follows:

2

Line 1 A baby cat is X and sweet
 Line 2 It tangles in around your feet
 Line 3 But when a Y is fully grown.
 Line 4 It often likes to be alone.

1. A baby cat is _____ and sweet
- | | |
|---------|------------------|
| 1. hard | 3. strong |
| 2. soft | 4. ugly) |

ITEM 1 SAYS "A BABY CAT IS BLANK AND SWEET". WHICH WORD FITS IN THE BLANK?

(Call on a child for the answer.)

RIGHT. "SOFT" IS THE ANSWER. A BABY CAT IS NOT HARD, STRONG, OR UGLY. THE RIGHT ANSWER IS NUMBER 2, SOFT. MARK QUESTION 1, ANSWER 2 ON YOUR ANSWER SHEETS NOW.

MOVE YOUR MARKER DOWN SO THAT YOU CAN SEE SAMPLE ITEM NUMBER TWO. SEE THE WORDS NEXT TO THE POEM? THEY TELL YOU THE LINE NUMBERS.

(Point to these words on an extra test booklet.

READ SAMPLE ITEM 2 TO YOURSELF AND LOOK UP AT ME WHEN YOU FINISH.

(Pause to allow children to read. Sample item 2 appears as follows:

2. Which of these words best fits in Space Y in line 3?
- | | |
|----------|---------------|
| 5. dog | 7. cat |
| 6. mouse | 8. horse) |

DID YOU USE THE WORDS NEXT TO THE POEM TO HELP YOU TO FIND LINE 3?

SAMPLE ITEM 2 SAYS "WHICH OF THESE WORDS BEST FITS IN SPACE Y IN LINE 3? WHO KNOWS THE ANSWER?

(Call on a child for the answer)

RIGHT, THE ANSWER IS "CAT." YOU SHOULD HAVE CHOSEN QUESTION 2, ANSWER 7 BECAUSE THAT IS THE WORD THAT GOES IN SPACE Y. THE WHOLE POEM IS ABOUT CATS, NOT DOGS, HORSES, OR MICE. FILL IN QUESTION 2, ANSWER 7 NOW.

READ QUESTION 3 TO YOURSELF NOW. REMEMBER TO USE THE WORDS NEXT TO THE POEM TO HELP YOU FIND LINE 4. LOOK UP AT ME WHEN YOU FINISH.

(Pause to allow children to read.)

(Question 3 appears as follows:

3

3. Which word below means about the same as "tangles" in line 2?

- | | |
|-----------|--------------------|
| 1. runs | 3. eats |
| 2. sleeps | 4. gets mixed up) |

SAMPLE ITEM 3 SAYS "3. WHICH WORD BELOW MEANS ABOUT THE SAME AS "TANGLES" IN LINE 2? WHO KNOW THE ANSWER?

(Call on a child for the answer.)

RIGHT. THE ANSWER IS "GETS MIXED UP." YOU SHOULD HAVE CHOSEN QUESTION 3, ANSWER 4, BECAUSE "GETS MIXED UP" MEANS ABOUT THE SAME AS "TANGLES." MARK QUESTION 3, ANSWER 4 ON YOUR ANSWER SHEET NOW.

ARE THERE ANY QUESTIONS? IF YOU DO NOT UNDERSTAND WHAT YOU ARE TO DO, RAISE YOUR HAND?

(Pause for questions.)

DO NOT START UNTIL I TELL YOU TO DO SO. WHEN I DO, YOU WILL CONTINUE TO ANSWER EVERY ITEM, STARTING WITH ITEM 4, UNTIL YOU COME YOU COME TO THE WORD "STOP" AFTER ITEM 10. READ THE DIRECTIONS AS YOU COME TO THEM AND DO THE ITEMS THAT GO WITH THOSE DIRECTIONS. IF YOU COME TO THE WORD "STOP" BEFORE I TELL YOU TO STOP, YOU SHOULD GO BACK OVER YOUR WORK. IT IS VERY IMPORTANT TO CHECK YOUR WORK BECAUSE YOU MAY BE ABLE TO CATCH MISTAKES YOU DID NOT NOTICE THE FIRST TIME. YOU WILL HAVE 5 MINUTES TO DO THESE ITEMS.

ARE THERE ANY QUESTIONS?

(Pause for questions.)

FIND ITEM 4 IN YOUR TEST BOOKLET. NOW FIND ITEM 4 ON YOUR ANSWER SHEET. BEGIN.

(Start timing, and record the time on this line:

Starting time

Add 5 minutes and record the time on this line:

+5

Stopping time

(While the children are working, look to see if they are going 4
back and checking their work. Most do not seem to do this, and it is
a necessary test-taking skill not only to find incorrectly answered
questions but also skipped questions, answering in the wrong spaces,
and other marking errors.)

(At the stopping time, say:)

STOP. THAT IS ALL THE TIME YOU HAVE FOR ITEMS 4 THROUGH 10.
FIND SAMPLE ITEM 11 ON YOUR TEST BOOKLET. THE NEXT TEST WILL SHOW
HOW WELL YOU CAN USE THE SAME WORD IN DIFFERENT SENTENCES.

READ THE WORD IN CAPITAL LETTERS AND THE FOUR SENTENCES BELOW IT.
ALL FOUR SENTENCES USE THE WORD THAT IS IN CAPITAL LETTERS. IN THREE
OF THE SENTENCES, THE WORD FITS. IN ONE SENTENCE, THE WORD DOES NOT
FIT.

READ SAMPLE ITEM 11 AND MARK THE ANSWER YOU CHOOSE.

(Allow enough time for all children to answer the question which
appears as follows:

11. PLACE

1. This is the place.
2. Place the box here.
3. The flowers look best in this place.
4. I can't keep going at this place.)

YOU SHOULD HAVE CHOSEN ANSWER "4" BECAUSE THE WORD "PLACE"
DOES NOT FIT IN THE FOURTH SENTENCE.

NOW WE WILL SEE HOW TO DO ANOTHER KIND OF ITEM. LOOK AT SAMPLE
ITEM 12 ON YOUR TEST BOOKLET. LOOK AT THE FOUR SENTENCES. THEY GO
TOGETHER TO TELL A STORY. READ ALL FOUR SENTENCES TO SEE WHICH ONE
SHOULD COME FIRST IN THE STORY. MARK THE SPACE THAT GOES WITH THE
ANSWER YOU CHOOSE.

(Pause to allow the children to read and find the answer.)

WHO CAN TELL ME WHICH SENTENCE SHOULD COME FIRST? 5

(Call on a child for the answer. Sample item 12 appears as follows: 12. Which sentence should be first?

- 5. He looked at the candy.
- 6. Dan went to the store.
- 7. He picked up a Mars Bar.
- 8. He gave the man some money.)

THAT'S RIGHT, "DAN WENT TO THE STORE." IS THE FIRST SENTENCE IN THE STORY. YOU SHOULD HAVE CHOSEN THE SENTENCE WITH THE "6" NEXT TO IT. YOU WILL BE ANSWERING MORE QUESTIONS LIKE THIS ONE LATER ON DURING THE TEST.

ARE THERE ANY QUESTIONS? IF YOU DO NOT UNDERSTAND WHAT YOU ARE TO DO, RAISE YOUR HAND.

(Pause for questions.)

DO NOT START UNTIL I TELL YOU TO DO SO. WHEN I DO, YOU WILL CONTINUE TO ANSWER EVERY ITEM, BEGINNING WITH ITEM 13, UNTIL YOU COME TO THE WORD "STOP" AFTER ITEM 20. READ THE DIRECTIONS AS YOU COME TO THEM AND DO THE ITEMS THAT GO WITH THOSE DIRECTIONS. IF YOU COME TO THE WORD "STOP" BEFORE I TELL YOU TO STOP, GO BACK OVER ITEMS 13 THROUGH 20. IT IS VERY IMPORTANT FOR YOU TO CHECK YOUR WORK SO THAT YOU CAN FIND ANY ERRORS THAT YOU HAVE MADE. IF YOU CHECK VERY CAREFULLY, YOU WILL DO BETTER ON TESTS.

YOU WILL HAVE 7 MINUTES TO DO THIS SECTION. ARE THERE ANY QUESTIONS?

(Answer any questions.)

FIND ITEM 13 IN YOUR TEST BOOKLET. NOW FIND ITEM 13 ON YOUR ANSWER SHEET. BEGIN.

(Start timing and record the time on this line:

Starting time

Add 7 minutes, and record the time on this line:

+7
Stopping time

At the stopping time, say:)

6

STOP. THIS IS THE END OF THE LANGUAGE EXPRESSION TEST. MAKE SURE THAT ALL YOUR MARKS ARE HEAVY AND DARK AND THAT YOU HAVE ERASED ANY MARKS THAT YOU DO NOT WANT.

NOW WE WILL CORRECT THE TEST. PUT A LINE THROUGH THE ITEM NUMBER IF IT IS INCORRECT.

QUESTION A, ANSWER 1.	8. 7	16. 5
QUESTION 1, ANSWER 2	9. 2	17. 3
QUESTION 2, ANSWER 7	10. 5	18. 8
3. 4	11. 4	19. 2
4. 8	12. 6	20. 8
5. 1	13. 2	
6. 6	14. 7	
7. 4	15. 2	

THAT WILL BE ALL FOR TODAY. YOU CONTINUE TO WORK VERY HARD AND I AM PROUD OF YOU. YOU WILL DO VERY WELL WHEN WE TAKE THE REAL TEST.

NEXT WEEK WE WILL PRACTICE MORE SO THAT YOU WILL BECOME BETTER AT TAKING TESTS.

TEST BOOKLET

SAMPLE ITEM A:

A. He gone home from school early. None
 1 2 3 4

Line 1 A baby cat is X and sweet.
 Line 2 It tangles in around your feet.
 Line 3 But when a Y is fully grown,
 Line 4 It often likes to be alone.

SAMPLE ITEM 1:

1. A baby cat is _____ and sweet.
 1. hard 3. strong
 2. soft 4. ugly

SAMPLE ITEM 2:

2. Which of these words best fits in space Y in line 3?
 5. dog 7. cat
 6. mouse 8. horse

SAMPLE ITEM 3:

3. Which word below means about the same as "tangles" in line 2?
 1. runs 3. eats
 2. sleeps 4. gets mixed up

 WAIT

4. He tried very hard to catch the ball. None
 5 6 7 8
 5. She brung all her toys to my house. None
 1 2 3 4

 GO ON TO THE NEXT
 PAGE

In items 6 and 7, each blank shows that a word is missing from the sentence. Read each sentence. Then choose the answer that fits best in the blank. Fill in the space that goes with the answer you choose.

6. When he _____ out,
he had a big smile.

- 5. were coming
- 6. came
- 7. done come
- 8. come

7. The boy _____ taken
all my money.

- 1. is
- 2. have
- 3. did
- 4. has

Read the poem below. Then fill in the space that goes with the best answer for items 8-10.

Line 1 The postman's walking up our _____ A _____.

Line 2 Soon now he'll ring my _____ B _____.

Line 3 Perhaps there'll be a letter stamped

Line 4 in Asia. Who can tell?

8. Which of these words belongs
in space A in line 1?

- 5. house 7. street
- 6. door 8. mailbox

9. Which of these words belongs
in space B in line 2?

- 1. knocker 3. neck
- 2. bell 4. finger

10. Which word below
means about the
same as "letter"
in line 3?

- 5. card
- 6. mailman
- 7. package
- 8. bill

STOP

SAMPLE ITEM 11:

11. PLACE

1. This is the place.
2. Place the box here.
3. The flowers look best in this place.
4. I can't keep going at this place.

SAMPLE ITEM 12:

12. Which sentence should be first?

5. He looked at the candy.
6. Dan went to the store.
7. He picked up a Mars Bar.
8. He gave the man some money.

WAIT

For items 13-18, fill in the space that goes with the answer to the question.

13. FAST

1. The car stuck fast in the mud.
2. I fast him what to do.
3. He runs very fast.
4. Some people fast on holidays.

14. TAIL

5. The taillight on the car broke.
6. Go to the tail end of the line.
7. She was very tail.
8. The dog's tail was wagging.

15. That plant needs water. What is the meaning of "plant" in this sentence?

1. factory
2. something growing
3. imposter
4. idea

16. What was that sound? What is the meaning of "sound" in this sentence?

5. noise
6. solid
7. bay
8. strong

GO ON TO THE NEXT
PAGE

17. Which of these is heaviest?

1. feather
2. pencil
3. brick
4. fork

18. Which of these cannot fly?

5. plane
6. bird
7. bee
8. boy

Items 19 and 20 have four sentences each. The four sentences go together to tell a story. Read all four sentences. Fill in the space that goes with the sentence that should be first.

19. Which sentence should be first?

1. I found the answer.
2. I read the question.
3. I marked the answer on the answer sheet.
4. I read the next question.

20. Which sentence should be first?

5. Someone said "Hello."
6. The line was ringing.
7. He dialed the number.
8. He picked up the phone.

STOP

Note to teacher

OBJECTIVES BEHIND PRACTICE TEST 15

1. Children will practice working in the spelling format for the second time.
2. Sometimes, the answer to one question on a test may be found within other questions in the same test. The test-wise person recognizes information that will help him with answers. Spelling test words for many of the questions on this test are used a second time in the test. Children are taught to look for this kind of clue.
3. Children are reminded of the most efficient method for answering spelling questions. Look at the underlined word. If you know it is spelled wrong, do not read the entire sentence. Mark it wrong immediately on the answer sheet. If the word looks correct, you must read the sentence to see if the proper homonym (two words that sound the same but have different meanings) has been used.
4. In the spelling test, the questions are very close together. It is most important for this test that markers be used.

TEACHER'S MANUAL

(1)

(Pass out a test booklet, marker, and answer sheet to each child)

DID YOU PLACE YOUR ANSWER SHEET NEXT TO THE HAND YOU WRITE WITH?

TODAY WE WILL AGAIN PRACTICE TAKING A SPELLING TEST. TODAY'S TEST WILL BE A LONG TEST. TO DO WELL, FOURTH GRADERS DO NOT HAVE TO FINISH ALL THE QUESTIONS. ALSO, TO DO WELL, FOURTH GRADERS DO NOT HAVE TO GET ALL THE QUESTIONS RIGHT. GETTING MORE THAN HALF OF THE QUESTIONS RIGHT IS ENOUGH TO GET A GOOD SCORE FOR A FOURTH GRADER. DON'T BE WORRIED WHEN YOU GET QUESTIONS WRONG ON THESE TESTS OR IF YOU DON'T KNOW SOME OF THE ANSWERS. FOURTH GRADERS CAN DO WELL ON THIS KIND OF TEST EVEN WHEN THEY GET A NUMBER OF QUESTIONS WRONG.

TODAY'S TEST WILL SHOW HOW WELL YOU CAN RECOGNIZE WHETHER A WORD IS SPELLED RIGHT OR WRONG. READ EACH SENTENCE AND DECIDE WHETHER THE UNDERLINED WORD IS SPELLED RIGHT OR WRONG. FILL IN THE SPACE WITH THE "R" IN IT IF YOU THINK THE WORD IS SPELLED RIGHT. FILL IN THE SPACE WITH THE "W" IN IT IF YOU THINK THE WORD IS SPELLED WRONG.

PLACE YOUR MARKER SO THAT YOU CAN SEE SAMPLE ITEM A.

(Sample item A reads as follows: A. The kittin is very small.)

LOOK AT THE WORD THAT IS UNDERLINED. DOES IT LOOK LIKE IT IS SPELLED RIGHT OR WRONG?

(Call on a child for the answer.)

THAT'S RIGHT. THE WORD "KITTEN" IS SPELLED WRONG. THE "W" SPACE IS FILLED IN BECAUSE THE WORD THAT IS UNDERLINED, THE WORD KITTEN IS SPELLED WRONG.

TO WORK QUICKLY ON THIS TEST, IT IS BEST TO LOOK AT THE (2)
 UNDERLINED WORD FIRST. IF YOU KNOW THE WORD IS SPELLED WRONG,
 YOU CAN MARK IT WRONG ON THE ANSWER SHEET AND GO ON TO THE
 NEXT QUESTION. IF YOU THINK THE WORD IS SPELLED RIGHT, THOUGH,
 YOU MUST ALWAYS READ THE SENTENCE. SOMETIMES A WORD THAT HAS
 THE SAME SOUND CAN BE SPELLED IN TWO WAYS. THE TWO DIFFERENT
 SPELLINGS HAVE TWO DIFFERENT MEANINGS. WE CAN SEE THIS IN
 SAMPLE ITEM B. THE UNDERLINED WORD IS SPELLED RIGHT, BUT IS THE
 WRONG WORD FOR THAT SENTENCE. THE MEANING OF THE WORD IS WRONG.
 MOVE YOUR MARKER DOWN SO THAT YOU CAN SEE SAMPLE ITEM B.

(Sample item B appears as follows: B. I have too Kittens.)

LOOK AT THE WORD THAT IS UNDERLINED. REMEMBER, THE FIRST
 THING WE DO IS READ THE UNDERLINED WORD. WE DO NOT READ THE
 WHOLE SENTENCE. DOES THE UNDERLINED WORD LOOK LIKE IT IS SPELLED
 RIGHT OR WRONG?

(Call on a child for the answer.)

THAT'S RIGHT. IT LOOKS LIKE IT IS SPELLED CORRECTLY. T-O-O
 IS THE RIGHT WAY TO SPELL TOO. THEN WE MUST READ THE SENTENCE.
 READ SILENTLY WHILE I READ ALOUD. "I HAVE TOO KITTENS." THERE
 IS MORE THAN ONE WAY TO SPELL TOO. YOU MUST USE T-W-O IN THIS
 SENTENCE, NOT T-O-O. T-W-O IS THE NUMBER AND IN THIS SENTENCE
 YOU ARE TALKING ABOUT A NUMBER OF KITTENS. T-O-O HAS ANOTHER
 MEANING AND DOES NOT BELONG IN THIS SENTENCE. SINCE THE SENTENCE
 USED THE WRONG WORD SAYING TWO, YOU SHOULD FILL IN THE SPACE WITH
 THE "W" IN IT. FILL IN QUESTION B, ANSWER W, NOW.

THERE WAS A HINT IN QUESTION B THAT HELPED YOU WITH QUESTION
 A. DID ANYONE NOTICE IT? WHO CAN TELL ME WHAT IT IS?

(Call on a child for the answer. The answer should be something
 to the effect that the word kitten is spelled correctly in B and
 will help one get the correct answer to A.)

THAT'S RIGHT. THE WORD KITTEN IS USED IN QUESTION B. IF YOU (3)
WERE NOT SURE WHEN YOU ANSWERED QUESTION A ABOUT WHETHER KITTEN
WAS SPELLED RIGHT OR WRONG, YOU COULD CHECK BY READING QUESTION B.
MANY TIMES IN A TEST, SOMETHING IN ONE QUESTION WILL HELP YOU
GET THE RIGHT ANSWER TO ANOTHER QUESTION. HERE, QUESTION B. HELPED
YOU WITH THE ANSWER TO QUESTION A. REMEMBER AS YOU TAKE TESTS
TO LOOK FOR HINTS IN ANSWERING ONE QUESTION IN OTHER PARTS OF THE
TEST. THERE ARE HINTS IN TODAY'S TEST. LET THEM HELP YOU TO GET
QUESTIONS RIGHT.

SOON WE WILL START TODAY'S TEST. REMEMBER WHAT YOU ARE TO DO.
LOOK AT THE UNDERLINED WORD FIRST. IF YOU THINK IT IS SPELLED
WRONG, MARK THE "W" ON THE ANSWER SHEET. IF YOU THINK IT IS
SPELLED RIGHT, YOU MUST READ THE SENTENCE TO SEE IF THE CORRECTLY
SPELLED WORD FITS THE MEANING OF THE SENTENCE. GUESS IF YOU DON'T
KNOW THE ANSWER AND WRITE THE QUESTION NUMBER DOWN ON YOUR MARKER
TO COME BACK TO LATER IF YOU HAVE TIME. LOOK FOR HELP IN ANSWERING
ONE QUESTION BY SEEING THE WORD SPELLED CORRECTLY IN OTHER SENTENCES.

ARE THERE ANY QUESTIONS? RAISE YOUR HAND IF YOU HAVE QUESTIONS.

(Pause for questions.)

MOVE YOUR MARKER TO QUESTION 1 ON YOUR TEST BOOKLET. FIND
QUESTION 1 ON YOUR ANSWER SHEET. YOU WILL HAVE FIVE MINUTES TO DO
THIS TEST. BEGIN.

(Start timing and record the time on this line

Starting time

+5

Add 5 minutes and record the time on this line

Stopping time

STOP. THIS IS THE END OF TODAY'S TEST. MAKE SURE THAT (4)
ALL YOUR MARKS ARE HEAVY AND DARK AND THAT YOU HAVE COMPLETELY
ERASED ANY MARKS THAT YOU DO NOT WANT.

NOW WE WILL CORRECT THE TEST. IF YOU HAVE AN ITEM WRONG,
PUT A LINE THROUGH THE ITEM NUMBER.

QUESTION A, ANSWER W.	10, R	21, W	32, R
QUESTION B, ANSWER W.	11, W	22, R	33, W
QUESTION 1, ANSWER W.	12, W	23, W	34, W
2, W	13, R	24, W	35, W
3, R	14, W	25, W	
4, R	15, R	26, R	
5, R	16, W	27, W	
6, W	17, W	28, R	
7, R	18, R	29, R	
8, W	19, R	30, W	
9, W	20, W	31, W	

COUNT THE NUMBER YOU HAVE CORRECT. WRITE THAT NUMBER NEXT TO
THE CTBS.

DID YOU SOMETIMES FIND THE ANSWER TO ONE SPELLING QUESTION ON
THIS TEST BY READING ANOTHER QUESTION?

AGAIN TODAY YOU WORKED VERY HARD ON TESTS. YOU HAVE LEARNED
A LOT THIS YEAR. WE WILL PRACTICE MORE NEXT WEEK SO THAT YOU WILL
DO BETTER ON TESTS.

		SPELLING	
SAMPLE ITEMS:		right	wrong
A.	The <u>kittin</u> is very small.	R	W
B.	I have <u>too</u> kittens.	R	W
WAIT			
1.	He ran <u>aftr</u> e Jane	R	W
2.	Can you <u>finde</u> my ball?	R	W
3.	It was <u>good</u> to eat.	R	W
4.	Don't come <u>near</u> me.	R	W
5.	Daddy has a <u>white</u> shirt.	R	W
6.	She has <u>for</u> cats.	R	W
7.	My <u>mother</u> is nice.	R	W
8.	He took my paper <u>frum</u> me.	R	W
9.	Come <u>bak</u> and play with me.	R	W
10.	May I have an <u>apple</u> ?	R	W
11.	My little sister loves to <u>cri</u> .	R	W
12.	My mother has a cut on her <u>face</u> .	R	W
13.	The <u>door</u> was locked.	R	W
14.	She was <u>nise</u> to give me her book.	R	W
15.	The bird was in his <u>nest</u> .	R	W
16.	She has <u>bin</u> sick all week.	R	W
17.	Do you have <u>eny</u> candy?	R	W
18.	I want <u>more</u> milk.	R	W

197		right	wrong
19.	I will go to the <u>store</u> .	R	W
20.	Can you <u>here</u> what she is saying?	R	W
21.	Please turn out the <u>lite</u> .	R	W
22.	Ann likes to <u>read</u> stories.	R	W
23.	He was <u>sleepin</u> on my bed.	R	W
24.	My <u>daddie</u> is very big.	R	W
25.	Have you been to my <u>hom</u> yet?	R	W
26.	I will <u>eat</u> after this game.	R	W
27.	I can't find my <u>bal</u> .	R	W
28.	Get the money from my <u>mother</u> .	R	W
29.	<u>Where</u> is the light?	R	W
30.	My dad went to <u>werk</u> today.	R	W
31.	Don't fall <u>of</u> the chair.	R	W
32.	Do not <u>change</u> your mind.	R	W
33.	She was very <u>deer</u> to me.	R	W
34.	Your <u>dres</u> is very nice.	R	W
35.	<u>Duz</u> this look right to you?	R	W

STOP

Note to teacher

OBJECTIVES BEHIND PRACTICE TEST SIXTEEN

1. This lesson gives further practice in reading comprehension. The story is longer and the reading level perhaps higher. It is constructed in this way so that the children will have practice in a test more nearly at the level of the CTBS.

2. Because the story is long, some children may need to be encouraged to attempt to read. Many children decide before they begin that they will fail and thus never try to read. For some of them, the teacher's interest may be enough to get them started, or keep them reading.

TEACHER'S MANUAL

(1)

(Pass out a test booklet, marker, and answer sheet to each child.)

DID YOU PLACE YOUR ANSWER SHEET NEXT TO THE HAND YOU WRITE WITH?
TODAY WE WILL HAVE ANOTHER READING COMPREHENSION TEST. I WANT TO
FIND OUT HOW WELL YOU UNDERSTAND WHAT YOU READ.

REMEMBER WHAT I TOLD YOU TO DO WHEN TESTS HAVE STORIES TO
READ AND QUESTIONS TO ANSWER ABOUT THE STORIES? THE FIRST TIME
YOU READ A STORY, DO YOU READ IT SLOWLY OR QUICKLY?

(Call on a child for the answer. The answer should be some-
thing like -- read it quickly so that you get a general idea of
what it's about.)

YES. THE FIRST TIME YOU SHOULD READ THE STORY QUICKLY. THEN
YOU WILL HAVE AN IDEA OF WHAT THE STORY IS ABOUT. YOU WILL ALSO
KNOW WHERE IN THE STORY TO LOOK FOR THE ANSWERS TO QUESTIONS AS YOU
COME TO THEM.

DO YOU HAVE TO BE ABLE TO READ EVERY WORD IN A STORY BEFORE
YOU TRY TO ANSWER QUESTIONS ABOUT THE STORY?

(Call on a child for the answer. The answer should be some-
thing like -- You don't need to be able to read the hard words.
Skip them if you know what the story is about without reading the
hard words.)

NO. YOU DON'T HAVE TO BE ABLE TO READ EVERY WORD IN A STORY
TO BE ABLE TO ANSWER QUESTIONS. YOU CAN ANSWER MANY QUESTIONS
EVEN IF YOU CANNOT READ ALL THE WORDS. ONLY SPEND A LOT OF TIME
ON HARD WORDS IF YOU MUST KNOW WHAT THEY SAY TO ANSWER ONE OF THE
QUESTIONS. IF YOU STILL CAN'T READ THE HARD WORD, GUESS THE
ANSWER.

LISTEN CAREFULLY WHILE I GIVE YOU THE DIRECTIONS FOR THIS (2)
 TEST. READ EACH STORY QUICKLY. THEN READ THE ITEMS BELOW IT.
 GO BACK TO THE PART OF THE STORY MENTIONED IN THE QUESTION IF YOU
 DO NOT KNOW THE ANSWER. DO NOT READ THE WHOLE STORY OVER AGAIN.
 THEN CHOOSE THE BEST ANSWER FOR EACH ITEM. FILL IN THE SPACE THAT
 GOES WITH THE ANSWER YOU CHOOSE.

READ THE STORY MARKED SAMPLE STORY. LOOK UP AT ME WHEN YOU
 HAVE FINISHED.

(Allow enough time for all children to read the story. The
 story and question appear as follows:

Jackie Robinson was a great baseball player. He was the first
 Black to play in big time baseball. He helped win many games by
 hitting home runs and getting many people out.

A. Which of the following words best describes Jackie Robinson?

- | | |
|------------------|------------------|
| 1. a good kicker | 3. a good hitter |
| 2. a good friend | 4. a good play) |

NOW READ SAMPLE ITEM A AND FILL IN THE SPACE THAT GOES WITH
 THE ANSWER YOU CHOOSE.

(Give children time to mark their answers.)

YOU SHOULD HAVE FILLED IN THE SPACE THAT GOES WITH THE WORDS
 "A GOOD HITTER" BECAUSE THE STORY SAYS JACKIE ROBINSON HIT MANY
 HOME RUNS. DO NOT START WORK ON THE TEST YET.

ARE THERE ANY QUESTIONS? IF YOU DO NOT UNDERSTAND WHAT YOU ARE
 TO DO, RAISE YOUR HAND.

(If all children understand what to do, say:)

DO NOT START UNTIL I TELL YOU TO DO SO. WHEN I DO, YOU WILL
 READ THE STORY AND ANSWER EVERY ITEM. FOLLOW THE DIRECTIONS AT THE

BOTTOM OF EACH PAGE. WHEN YOU COME TO THE WORD "STOP", GO BACK (3) OVER THE QUESTIONS TO SEE IF YOU HAVE ANSWERED THEM CORRECTLY. IT IS VERY IMPORTANT TO CHECK YOUR WORK, BECAUSE SOMETIMES YOU MAY BLACKEN THE WRONG SPACE BY MISTAKE. ALSO, WITH TIME TO THINK ABOUT AN ANSWER, YOU MIGHT CHANGE YOUR MIND ABOUT THE BEST SPACE TO MARK. A GOOD TEST-TAKER READS EACH QUESTION A SECOND TIME AND THEN LOOKS AGAIN ON HIS ANSWER SHEET TO MAKE SURE HE HAS MARKED THE CORRECT SPACE.

YOU WILL HAVE 10 MINUTES TO DO THIS TEST. ARE THERE ANY QUESTIONS?

(Answer all questions.)

FIND THE STORY BELOW THE SAMPLE ITEM. FIND ITEM NUMBER 1 ON YOUR ANSWER SHEET. BEGIN.

(Start timing and record the time on this line:

Starting time

+ 10

Add 10 minutes and record the time on this line:

Stopping time

At the stopping time, say:)

STOP. THIS IS THE END OF THE READING COMPREHENSION TEST. MAKE SURE THAT ALL YOUR MARKS ARE HEAVY AND DARK AND THAT YOU HAVE COMPLETELY ERASED ANY MARKS THAT YOU DO NOT WANT.

NOW WE WILL CORRECT THE TEST. IF YOU HAVE AN ITEM WRONG, DRAW A LINE THROUGH THE ITEM NUMBER.

QUESTION A, ANSWER 3.	4, 6	8, 6
QUESTION 1, Answer 2.	5, 2	9, 1
2, 5	6, 7	
3, 3	7, 2	

YOU DID VERY WELL TODAY. WE WILL PRACTICE MORE NEXT WEEK SO THAT YOU WILL DO BETTER ON TESTS.

SAMPLE STORY: Read the story below.

Jackie Robinson was a great baseball player. He was the first Black to play in big time baseball. He helped win many games by hitting home runs and getting many people out.

Now read Sample Item A and fill in the space that goes with the answer you choose.

A. Which of the following words best describes Jackie Robinson?

1. A good kicker
2. A good friend
3. A good hitter
4. A good play

You should have filled in the space that goes with the words "a good hitter" because the story says Jackie Robinson hit many home runs.

WAIT

- 1 "Let's go down to the river and see if there are any fish" Abe Lincoln said to his friend Austin. "I wish
- 5 we could go swimming but we can't because it's Sunday."

It was a hot day in June. Abe was seven years old and Austin was eight. The two boys were restless. They were tired of listening to their parents' talk.

"We can go across the log bridge to the island" said Abe.

- 15 The boys started across the log bridge. Abe slipped on the log. Splash. He fell in the water. The boys did not know how to swim. The water was deep.

- 20 Austin held out a long stick. Abe held the other end and climbed back on the bridge.

Abe said "Nobody would ever guess I had a swim." His eyes twinkled.

- 25 "Abe? Did you fall off that log on purpose?" asked Austin.

"You know I wouldn't do that" Abe said. "Not on Sunday. I could get in trouble."

- 30 "Then we'd better not tell" said Austin.

And Austin didn't tell. Not until Abe Lincoln had grown up to be a great president and had been killed.

1. How old was Abe in this story??

- | | |
|----------|----------|
| 1. five | 3. eight |
| 2. seven | 4. ten |

GO ON TO THE NEXT PAGE

2. How did the boys feel when they listened to their parents talk?

- 5. bored 7. gay
- 6. silly 8. helpful

3. Which word best describes Abe in this story?

- 1. strong 3. mischievous
- 2. brave 4. big

4. A good title for this story is

- 5. A Hot June Day
- 6. Falling Off A Log
- 7. Fun On An Island
- 8. Sunday At Abe's House

5. Why did Abe want to go to the island?

- 1. To play with a stick
- 2. To get wet and cool
- 3. To see some fish
- 4. To explore the island

6. What did Austin use to save Abe?

- 5. A strong rope
- 6. A slippery log
- 7. A long stick
- 8. A big island

7. How did Abe feel after Austin helped him out of the water?

- 1. Scared he might get in trouble
- 2. Happy because he had a swim
- 3. Angry because Austin said he'd tell
- 4. Unhappy because he couldn't swim

8. In line 24, why does it say "Abe's eyes twinkled"?

- 5. He got water in his eyes.
- 6. He was laughing at the trick he played.
- 7. His eyes were like stars.
- 8. He was frightened.

9. On what day did the story take place?

- 1. Sunday 3. Tuesday
- 2. Monday 4. Wednesday

STOP

Note to teacher

OBJECTIVES BEHIND PRACTICE TEST SEVENTEEN

1. Today's lesson practices the reading vocabulary format again.
2. The reading level on this test will be somewhat higher than on previous tests. This is to make it more nearly the level used on the actual test.
3. Emphasis will be made of the fact that to do well on this test one does not need to answer all of the questions correctly or even to complete all of the questions. A child can do well getting half of the questions right.
4. Some of the questions on this test are hard and so you should see some children who mark these questions on their marker. Check to see that children are not spending too much time on these hard questions. Do they guess, write the number down on their marker, and then go on to the next question?

TEACHER'S MANUAL

(Pass out test booklets, markers, and answer sheets.) (1)

DID YOU PUT YOUR ANSWER SHEET NEXT TO THE HAND YOU WRITE WITH? TODAY'S TEST WILL CHECK HOW WELL YOU KNOW THE MEANINGS OF WORDS. THE TEST WILL BE A LONG HARD ONE. YOU ARE GETTING SO MUCH BETTER AT TAKING TESTS THAT I WANT YOU TO PRACTICE TAKING HARDER TESTS. REMEMBER THAT TO DO WELL ON THIS TEST, A FOURTH GRADER DOES NOT HAVE TO FINISH ALL THE QUESTIONS. ALSO, A FOURTH GRADER DOES NOT HAVE TO GET ALL THE QUESTIONS CORRECT. YOU CAN BE PROUD OF YOURSELF AND HOW WELL YOU DID IF YOU FINISH ABOUT TWENTY OF THE QUESTIONS OR IF YOU GET ABOUT HALF THE QUESTIONS RIGHT.

LOOK AT THE DIRECTIONS FOR THE READING VOCABULARY TEST AT THE TOP OF YOUR TEST BOOKLET. READ THE DIRECTIONS SILENTLY WHILE I READ THEM ALOUD.

THIS TEST WILL SHOW HOW WELL YOU KNOW THE MEANINGS OF WORDS.

LOOK AT THE WORD WITH THE LINE UNDER IT. THEN READ THE WORDS BELOW IT. CHOOSE THE WORD THAT MEANS THE SAME, OR ABOUT THE SAME, AS THE WORD WITH THE LINE UNDER IT. FILL IN THE SPACE THAT GOES WITH THE ANSWER YOU CHOOSE.

READ SAMPLE ITEM A AND FILL IN THE SPACE THAT GOES WITH THE ANSWER YOU CHOOSE.

(Allow time for all children to fill in their answers. Item A appears in the test booklet as follows:

A. shut the door 1. bang 2. close 3. open 4. lift)

YOU SHOULD HAVE FILLED IN THE SPACE THAT GOES WITH THE WORD "CLOSE" ANSWER 2, BECAUSE "CLOSE" HAS ABOUT THE SAME MEANING AS "SHUT."

ARE THERE ANY QUESTIONS? IF YOU DO NOT UNDERSTAND WHAT YOU ARE (2)
TO DO, RAISE YOUR HAND.

(Pause for questions.)

DO NOT START UNTIL I TELL YOU TO DO SO. WHEN I DO, YOU WILL
CONTINUE TO ANSWER EVERY ITEM, BEGINNING WITH ITEM 1 BELOW. FOLLOW
THE DIRECTIONS AT THE BOTTOM OF EACH PAGE. WHEN YOU COME TO THE
WORD "STOP," GO BACK AND CHECK OVER YOUR WORK. REMEMBER, THIS IS
A LONG TEST. MOST OF YOU WILL NOT FINISH. YOU CAN STILL DO VERY
WELL ON THIS TEST EVEN IF YOU ARE NOT CLOSE TO THE END WHEN I SAY
STOP. YOU WILL HAVE 10 MINUTES TO DO THIS TEST. ARE THERE ANY
QUESTIONS?

(Pause for questions.)

FIND ITEM 1 IN YOUR TEST BOOKLETS. FIND ITEM 1 ON YOUR ANSWER
SHEETS. BEGIN.

(Start timing, and record the time on this line:

Starting time

+10

Add 10 minutes and record the time on this line:

Stopping time

At the stopping time, say:)

STOP. THIS IS THE END OF THE READING VOCABULARY TEST. MAKE SURE
ALL YOUR MARKS ARE HEAVY AND DARK AND THAT YOU HAVE COMPLETELY ERASED
ANY MARKS THAT YOU DO NOT WANT.

NOW WE WILL CORRECT THE TEST. IF YOU HAVE AN ITEM WRONG, PUT A
LINE THROUGH THE ITEM NUMBER.

A, 2	4, 8	8, 8	12, 7	16, 6	20, 5	24, 8	28, 3
1, 1	5, 2	9, 2	13, 3	17, 3	21, 4	25, 1	29, 1
2, 8	6, 5	10, 5	14, 5	18, 7	22, 6	26, 7	30, 6
3, 3	7, 3	11, 4	15, 2	19, 2	23, 4	27, 1	

COUNT UP THE NUMBER YOU GOT RIGHT. IF YOU GOT FIFTEEN OR MORE RIGHT
TODAY YOU DID VERY WELL AND I AM VERY PROUD OF YOU. WE WILL DO MORE
NEXT WEEK SO THAT YOU WILL DO BETTER ON TESTS.

This test will show how well you know the meanings of words.

DIRECTIONS: Look at the word with the line under it. Then read the words below it. Choose the word that means the same, or about the same, as the word with the line under it. Fill in the space that goes with the answer you choose.

SAMPLE ITEM:

Read Sample Item A and fill in the space that goes with the answer you choose.

A. shut the door

1. bang

2. close

3. open

4. lift

WAIT

1. Drive on the road

1. street

2. car

3. stop

4. park

5. make a noise

1. complaint

2. sound

3. turn

4. mistake

9. children play

1. adults

2. kids

3. animals

4. mothers

2. have a fight

5. play

6. doughnut

7. headache

8. quarrel

6. he is afraid.

5. scared

6. funny

7. annoying

8. dangerous

10. trees in the woods

5. forest

6. park

7. ground

8. jungle

3. con on the corner

1. store

2. traffic light

3. policeman

4. house

7. taking a holiday

1. test

2. rest

3. vacation

4. breather

11. read some mail

1. books

2. magazines

3. stories

4. letters

4. dogs saying "woof"

5. quack

6. meow

7. baa

8. bark

8. John was grinning.

5. running

6. stretching

7. eating

8. grinning

12. I am tired.

5. hungry

6. silly

7. sleepy

8. studious

13. Has he left?

1. finished
2. stopped
3. gone
4. eaten

14. a wise decision

5. smart
6. tough
7. good
8. bad

15. play with the game

1. ball
2. toy
3. telephone
4. animal

16. slip on the rocks

5. grass
6. stones
7. marbles
8. wires

17. dream in bed

1. wiggle
2. turn
3. sleep
4. lie

18. at the dress shop

5. factory
6. show
7. store
8. plant

19. He paid with pennies

1. sugar
2. money
3. bills
4. credit cards

20. She is beautiful

5. pretty
6. ugly
7. unattractive
8. funny

21. I was frightened.

1. tickled
2. caught
3. surprised
4. scared

22. live in a city

5. house
6. town
7. development
8. project

23. The show has ended.

1. ruined
2. succeeded
3. broken
4. finished

24. tie the string

5. knot
6. race
7. package
8. cord

25. Can I watch?

1. look
2. play
3. go
4. try

26. wade in the river

5. field
6. pool
7. stream
8. ocean

27. get my message

1. note
2. pocketbook
3. music
4. books

28. chicken clucking

5. goose
6. duck
7. swan
8. hen

29. ducks in the pond

1. lake
2. river
3. stream
4. ocean

30. He is timid

5. careful
6. shy
7. reckless
8. strong

STOP

Note to teacher

OBJECTIVES BEHIND PRACTICE TEST EIGHTEEN

1. This test again deals with the arithmetic concepts and applications format.
2. Below you will find repeated some of the reading vocabulary typically used in mathematical word problems. Although the children are likely to know the meanings of these words when spoken orally, they should also be able to sight read these words if they are to be able to answer questions on this type of test.

middle	altogether	greater than
equal	liter	number sentence
numeral	even number	point
angle	digit	diameter
line segment	hundreds place	odd number
another name for	fraction	number pair
set	portion shaded	scale
weigh	gram	members of a set
quart	half	

3. In mathematical word problems, children should not skip hard words. These may be the words that tell them which operations to use.
4. Children who are good in math but poor readers may not be able to show all they know on this test. Watch these children especially so that you can particularly encourage them.

TEACHER'S MANUAL

(1)

(Pass out a test booklet, large marker, and answer sheet to each child.)

TODAY YOU WILL PRACTICE THE MATHEMATICS CONCEPTS AND APPLICATIONS TEST. REMEMBER, THIS TEST WILL SHOW HOW WELL YOU CAN DO MATHEMATICS WORD PROBLEMS. YOU MUST READ EACH PROBLEM AND THEN ANSWER THE QUESTION IT ASKS.

WHEN YOU READ MATHEMATICS WORD PROBLEMS, YOU MUST READ CAREFULLY. THE WORDS WILL TELL YOU WHAT TO DO. ONLY SKIP HARD WORDS IN THESE PROBLEMS IF YOU UNDERSTAND THE QUESTION AND KNOW WHAT TO DO. SOME HARD WORDS WILL BE IMPORTANT AND OTHERS WILL NOT BE. DON'T SKIP A WORD THAT YOU DO NOT KNOW IF THAT WORD SEEMS TO BE IMPORTANT TO FINDING THE RIGHT ANSWER. BE SURE YOU UNDERSTAND WHAT THE QUESTION ASKS BEFORE YOU TRY TO ANSWER THE QUESTION.

LISTEN CAREFULLY WHILE I GIVE DIRECTIONS FOR THIS TEST. READ EACH ITEM AND CHOOSE THE ANSWER YOU THINK IS CORRECT. USE YOUR SCRATCH PAPER MARKER TO DO YOUR WORK. DO NOT WRITE ON THE TEST BOOKLET. FILL IN THE SPACE THAT GOES WITH THE ANSWER YOU CHOOSE.

PLACE YOUR MARKER SO THAT YOU CAN SEE THE SAMPLE ITEM.

DO SAMPLE ITEM A AND FILL IN THE SPACE THAT GOES WITH THE ANSWER YOU CHOOSE.

(Allow time for all students to read the sample item and mark their answers. The item appears as follows:

A. Which ball is in the middle?

○ ○ ○ ○ ○ ○ ○
A B C D)

YOU SHOULD HAVE FILLED IN SPACE "B" BECAUSE THAT BALL IS IN THE MIDDLE. DO NOT START WORK ON THE TEST YET. ARE THERE ANY QUESTIONS? IF YOU DO NOT UNDERSTAND WHAT YOU ARE TO DO, RAISE YOUR HAND.

(Pause for questions.)

WHEN I TELL YOU TO BEGIN, YOU WILL CONTINUE TO DO EVERY PROBLEM, (2) BEGINNING WITH ITEM 1. FOLLOW THE DIRECTIONS AT THE BOTTOM OF EACH PAGE. WHEN YOU COME TO THE WORD "STOP", GO BACK AND CHECK OVER YOUR WORK. READ THROUGH EACH PROBLEM A SECOND TIME TO MAKE SURE YOUR ANSWER WAS RIGHT AND TO MAKE SURE THAT YOU DID NOT FILL IN THE WRONG SPACE BY MISTAKE.

YOU WILL HAVE 10 MINUTES TO DO THIS TEST. BE SURE TO DO YOUR WORK ON THE SCRATCH PAPER MARKER. ARE THERE ANY QUESTIONS?

(Pause for questions.)

PLACE YOUR MARKER SO THAT YOU CAN SEE ITEM NUMBER 1. FIND ITEM 1 ON YOUR ANSWER SHEET. BEGIN.

(Start timing and record the time on this line:

starting time

+10

Add 10 minutes and record the time on this line:

Stopping time

At the stopping time, say:)

STOP. THIS IS THE END OF THIS TEST. MAKE SURE THAT ALL YOUR MARKS ARE HEAVY AND DARK AND THAT YOU HAVE COMPLETELY ERASED ANY MARKS THAT YOU DO NOT WANT. NOW WE WILL CORRECT THE TEST. IF YOU HAVE AN ITEM WRONG, PUT A LINE THROUGH THE ITEM NUMBER.

QUESTION A, ANSWER B.

1, B	5, B	9, B	13, D
2, F	6, E	10, F	14, F
3, A	7, C	11, A	15, B
4, G	8, F	12, H	

COUNT THE NUMBER YOU HAVE CORRECT AND WRITE THAT NUMBER NEXT TO THE CTBS. IF YOU HAD MORE THAN 8 CORRECT YOU CAN BE PROUD OF YOURSELF. DON'T YOU FEEL PROUD WHEN YOU DO WELL ON A TEST. I AM PROUD TOO. WE WILL PRACTICE MORE NEXT WEEK SO THAT YOU WILL DO BETTER ON TESTS.

SAMPLE ITEM:

- A. Which ball is in the middle?

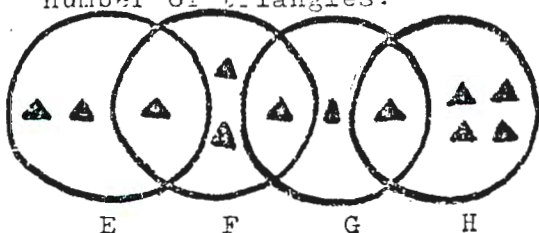


WAIT

1. Which of these figures is a circle?



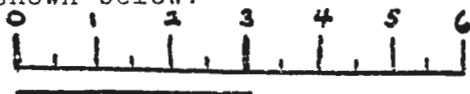
2. Which set below has an even number of triangles?



3. Which of these is another name for 15?

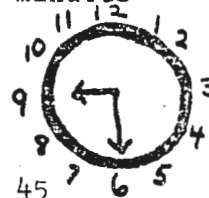
- A. $7 + 8$
B. $6 + 8$
C. $14 - 1$
D. $12 - 3$

4. How long is the line segment shown below?



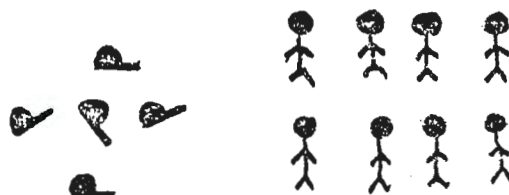
- E. 2 centimeters
F. $2\frac{1}{2}$ centimeters
G. 3 centimeters
H. $3\frac{1}{2}$ centimeters

5. Mom should be at work at 9:00. The clock shows the time she got there. How many minutes late was she?



- A. 20
B. 30
C. 45
D. 60

6. Here are a set of boys and a set of hats. How many hats do we need so that each boy will have a hat?



- E. 3
F. 5
G. 8
H. 13

7. Which of these is another name for fifth?

- A. 1st
B. 3rd
C. 5th
D. 15th

8. John had 20 marbles. In a game he lost 8 marbles. Then he won 2. What can you do to find out how many marbles John had then?

- E. divide and add
F. subtract and add
G. divide and multiply
H. subtract and multiply

9. Which cookie has $\frac{1}{3}$ shaded?



10. Which of the following makes this number sentence true?

$$5 + 3 = 10 - \square$$

- E. 1 G. 3
F. 2 H. 4

11. The toy cost five dollars and five cents. Which of these shows how much the toy cost?

- A. \$5.05 C. \$505
B. \$5.50 D. \$550

12. What is the missing number?

5, 10, 15, ____, 25

- E. 1 G. 19
F. 18 H. 20

13. Don has 3 balls. Ted has 4 times as many balls. How many balls does Ted have?

- A. 3 C. 7
B. 4 D. 12

14. Mary has 16 cents. She wants a book that costs 35 cents. How much more money does she need?

- E. 16 G. 35
F. 19 H. 51

15. The teacher had 24 pencils. She divided the pencils evenly among 4 children. How many pencils did each child get?

- A. 4 C. 20
B. 6 D. 28

STOP

Note to teacher

OBJECTIVES BEHIND PRACTICE TEST NINETEEN

1. This lesson gives further practice in reading comprehension. Again, the story is longer and the reading level higher than the earliest reading comprehension tests.
2. It should be emphasized that children do not have to get all the questions right to do well on this test. Getting five or more questions right would give a good score.
3. Although the children seem to get the questions demanding facts correct on these tests, they have difficulty trying to discover the implications implicit in the stories. Give the children practice in "reading between the lines" and drawing conclusions from their regular reading material. Also, if you have time, go over the answers on this test to develop the children's interpretive skills.

TEACHER'S MANUAL

(Pass out a test booklet, marker, and answer sheet to each child.)

TODAY WE WILL HAVE ANOTHER READING COMPREHENSION TEST. I WANT TO FIND OUT HOW WELL YOU UNDERSTAND WHAT YOU READ.

READ THE STORY QUICKLY BEFORE YOU COME TO THE QUESTIONS. IF YOU DO NOT KNOW THE ANSWER TO A QUESTION, GO BACK TO THE PART OF THE STORY THAT WILL HELP YOU ANSWER THE QUESTION. DO NOT READ THE WHOLE STORY AGAIN. DO NOT READ EVERY WORD CAREFULLY. IF YOU CANNOT READ A WORD, SKIP IT. ONLY SPEND A LONG TIME TRYING TO FIND OUT WHAT A WORD MEANS IF YOU MUST BE ABLE TO READ THE WORD TO ANSWER A QUESTION. IF YOU STILL CAN'T READ THE HARD WORD, GUESS THE ANSWER AND GO ON TO THE NEXT QUESTION.

LISTEN CAREFULLY WHILE I GIVE YOU THE DIRECTIONS FOR THIS TEST. READ EACH STORY QUICKLY. THEN READ THE ITEMS BELOW IT. THEN CHOOSE THE BEST ANSWER FOR EACH ITEM. FILL IN THE SPACE THAT GOES WITH THE ANSWER YOU CHOOSE.

READ THE STORY MARKED "SAMPLE STORY" IN YOUR TEST BOOKLET. THEN READ SAMPLE ITEM A AND FILL IN THE SPACE THAT GOES WITH THE ANSWER YOU CHOOSE.

(Give children time to read the story and mark their answers. The sample question reads:

- A. The underground railroad was an
 1. electric train
 2. underground tunnel
 3. escape route
 4. olden Metro)

YOU SHOULD HAVE FILLED IN THE SPACE THAT GOES WITH THE WORD "ESCAPE ROUTE". WHO CAN TELL ME WHY THIS IS THE CORRECT ANSWER?

(Pause for the answer.)

REMEMBER WHEN YOU READ DURING THE TEST, READ TO YOURSELF. WHEN YOU READ ALOUD, YOU DISTURB OTHER CHILDREN. KEEP YOUR LIPS CLOSED.

DO NOT START WORK ON THE TEST YET. ARE THERE ANY QUESTIONS? IF YOU DO NOT UNDERSTAND WHAT YOU ARE TO DO, RAISE YOUR HAND.

(Pause for questions.)

DO NOT START UNTIL I TELL YOU TO DO SO. WHEN I DO, YOU WILL READ THE STORY AND ANSWER EVERY ITEM. WHEN YOU COME TO THE WORD "STOP", GO BACK OVER THE QUESTIONS TO SEE IF YOU HAVE ANSWERED THEM CORRECTLY. IT IS VERY IMPORTANT TO CHECK YOUR WORK BECAUSE SOMETIMES YOU MAY BLACKEN THE WRONG SPACE BY MISTAKE. ALSO, WITH MORE TIME TO THINK ABOUT AN ANSWER, YOU MIGHT CHANGE YOUR MIND ABOUT THE BEST SPACE TO MARK. A GOOD TEST-TAKER READS EACH QUESTION A SECOND TIME AND THEN LOOKS AGAIN ON HIS ANSWER SHEET TO MAKE SURE HE HAS MARKED THE CORRECT SPACE.

YOU WILL HAVE EIGHT MINUTES TO DO THIS TEST. ARE THERE ANY QUESTIONS?

FIND THE STORY BELOW THE SAMPLE ITEM. BEGIN.

(Start timing and record the time on this line:

starting time

+8

Add 8 minutes and record the time on this line:

stopping time

At the stopping time, say:)

STOP. THIS IS THE END OF THE READING COMPREHENSION TEST. MAKE SURE THAT ALL YOUR MARKS ARE HEAVY AND DARK AND THAT YOU HAVE COMPLETELY ERASED ANY MARKS THAT YOU DO NOT WANT.

NOW WE WILL CORRECT THE TEST. IF YOU HAVE AN ITEM WRONG, DRAW A LINE THROUGH THE ITEM NUMBER.

A, 3	2, 8	4, 7	6, 6	8, 8
1, 2	3, 3	5, 1	7, 2	9, 2

COUNT THE NUMBER YOU GOT CORRECT AND WRITE THAT NUMBER NEXT TO THE CUES. IF YOU GOT 5 OR MORE RIGHT, YOU DID VERY WELL ON THIS TEST. YOU CAN BE PROUD OF YOURSELF. I KNOW THAT YOU WILL DO VERY WELL WHEN YOU TAKE THE REAL TEST. YOU HAVE LEARNED SO MUCH THIS YEAR BECAUSE YOU HAVE WORKED VERY HARD. YOU SHOULD FEEL GOOD ABOUT ALL YOU HAVE LEARNED.

TEST BOOKLET

SAMPLE STORY: Read the story below.

Harriet Tubman helped free many Blacks. She led more than 300 slaves to freedom along the underground railroad. They stopped at hiding places along this "path" to the North.

Now read Sample Item A and fill in the space that goes with the answer you choose.

A. The underground railroad was an

1. electric train
2. underground tunnel
3. escape route
4. old-time Metro

WAIT

1 One day, Booker was working in the mines with his brother John. Booker liked to talk. He talked too much.

5 The mine boss got mad. He made Booker work alone. When Booker finished his work, he tried to find his brother and the other workers. He
10 couldn't find them. Booker was lost. He didn't know how to get out of the mine. He

was scared. Then his light went out. Then he was really
15 frightened.

Suddenly he felt brave. He thought "I'm going to get out of this old mine and go to school some day. And after I go to
20 school, I'll be a teacher. I'll teach everybody, even old folks."

Then he saw a light far away. "Here I am. Wait for me." he shouted to his brother. Booker
25 and John walked out of the mine together.

The boy in this story was Booker T. Washington. He was only twelve years old. Booker's
30 plan came true. He left the mines and went to school. Later he became a teacher. He started Tuskegee Institute as a school for Blacks. Today his school is
35 one of the best in the country.

1. Where did Booker work?

1. in a store
2. in a mine
3. in a factory
4. on a farm

GO ON TO THE NEXT PAGE

2. Why did the boss make Booker work alone?

- 5. He didn't like Booker.
- 6. Booker was a better worker than the others.
- 7. Booker wanted to go to school.
- 8. Booker talked instead of working.

3. This story is mainly about

- 1. working in the mine
- 2. Booker and his brother
- 3. getting lost in the mine
- 4. starting a school for blacks

4. Which word best tells how Booker felt when he knew he was lost?

- 5. happy 7. afraid
- 6. hungry 8. friendly

5. Which happened first?

- 1. Booker worked in the mine.
- 2. Booker became a teacher.
- 3. Booker started Tuskegee Institute.
- 4. Booker went to school.

6. Lines 13 and 14 tell you that the mine was

- 5. cold 7. hot
- 6. dark 8. wet

7. Tuskegee Institute is a

- 1. mine 2. school
- 3. country 4. boss

8. Who did Booker want to teach?

- 5. children 7. old folks
- 6. miners 8. everybody

9. In lines 29 and 30, it says that "Booker's plan came true. What was his plan?"

- 1. to be very brave
- 2. to become a teacher
- 3. to start a school
- 4. to work in a mine.

STOP

We finally have come to the end of the practice lessons and the CTBS testing date is near. I want to thank you all for your cooperation and enthusiasm. Without your hard work, this program would not have been the success it seems to have been. My classroom observations have shown me that your children have learned a tremendous amount during the year. They seem to be much more relaxed while testing than earlier in the year. And they seem to have learned the skills, for the most part, that you have been emphasizing. Their change in attitude toward a more positive outlook seems to be a direct result of your own attitude during testing sessions. *Elaine Romberg*

Below you will find a few hints for the children during testing week. Some hints are general to all the tests and some are specific to a particular type of test.

1. If you finish early, check over your work. (As a teacher, when you are walking around the room as the children work, remind any child who has finished the test and is just sitting to read the questions through a second time to see if they knew the correct answer and to check to see if they marked the right answer circle.)
2. Eliminate obviously wrong answers and guess from the remaining ones when you don't know an answer.
3. Mark down difficult questions to come back to later. Don't spend too much time on any one question.
4. Don't worry about hard questions. They are meant for children in higher grades.
5. Look at your question number and then the answer number before you mark your answer to make sure you are marking in the correct space.

READING VOCABULARY -- Eliminate answers known to be wrong and guess from the remainder if you don't know the answer. (This practice is especially important in this type of test.)

READING COMPREHENSION -- Read the story quickly to get an idea of what the story is about. Then read the questions. If you don't know the answer, go back to that part of the story that will help you answer the question. Do not read the whole story again. Skip all hard words unless you must know them to answer a question. (Review with the children what the numbers next to the story mean and how these numbers might be used in questions.)

SPELLING -- Look at the underlined word first. Do not read the sentence. If you know the word is spelled wrong, blacken the space marked wrong. If the word looks like it is spelled correctly, read the sentence to see if the correct word has been used in the sentence.

LANGUAGE MECHANICS -- Do not worry about understanding the sentence. Skip hard words. Just look for punctuation and capitilization mistakes.

LANGUAGE EXPRESSION -- Listen to what you read. Does it sound right?

MATHEMATICS COMPUTATION -- Don't work too fast. Work carefully. Wrong answers will look very much like the right answer and you can easily make a mistake if you do not work and look carefully. (Teachers should see that children are working on the correct section of the test. The children seem to want to finish one section before going on to the next. This works against them because the hard questions come last in each section. If they are supposed to be working on the subtraction problems but instead work on unfinished addition, they may end up getting these harder addition problems wrong anyway and never have a chance to do the easier subtraction problems that they probably would have gotten right.)

MATEMATICS CONCEPTS AND APPLICATIONS -- (The better the children's math reading vocabulary, the better they are likely to do on this test.) Read carefully and find the math question words. They will tell you what to do.

APPENDIX B

TEST-WISENESS TEST WITH SCORING SUPER-IMPOSED

1. Taking a test is like playing a game.

Always	Sometimes	Never	I don't know
4	3	1	2

2. I get worried when I get a bad grade on a test.

Always	Sometimes	Never	I don't know
4	3	1	2

3. I feel happy when I take tests.

Always	Sometimes	Never	I don't know
4	3	1	2

4. I have trouble understanding what I'm supposed to do on tests.

Always	Sometimes	Never	I don't know
1	2	4	3

5. I get worse marks on tests than I should get.

Always	Sometimes	Never	I don't know
1	2	4	3

6. Taking tests is fun.

Always	Sometimes	Never	I don't know
4	3	1	2

7. I try my hardest to correctly answer the questions on a test.

Always	Sometimes	Never	I don't know
4	3	1	2

8. I feel bad when I take a test.

Always	Sometimes	Never	I don't know
1	2	4	3

9. I like figuring out the answers to questions on a test.

Always	Sometimes	Never	I don't know
4	3	1	2

10. When I take tests, I am afraid I might not do well.

Always	Sometimes	Never	I don't know
1	2	4	3

11. My parents tell me I should try to get good grades on tests.

Always	Sometimes	Never	I don't know
4	3	1	2

12. It is best to work as slowly as you can on a test.

True	False
0	3

13. If you have a question during a test, you should ask the teacher.

True	False
3	0

14. You should always guess. If you don't know the answer to a test question, answer it anyway.

True	False
3	0

15. If two of the answer choices for a test question say the same thing, neither can be correct.

True	False
3	0

16. Work as fast as you can on a test without making mistakes.

True	False
3	0

17. A test question has four possible answers and you know that three of them are wrong. Still, if you don't know that the other answer is right, you should skip the question.

True	False
0	3

18. All you have to do is make a dark mark in the answer circle for the test. You don't have to fill it in completely.

True
3

False
0

19. You should answer the easy questions on a test first, skipping the hard ones to come back to later if you have time.

True
3

False
0

20. You can sometimes find the answer to one question on a test by reading another question.

True
3

False
0

21. It doesn't help to go over a test a second time before handing it in.

True
0

False
3

22. You must finish all the questions on a test to do well.

True
0

False
3

23. Do not spend too much time on any one question. Come back to it if you have time.

True
3

False
0

24. You don't have to bother listening to the directions for a test. When you look at a test, it is obvious what to do.

True
0

False
3

25. Be sure you understand a story perfectly before trying to answer any questions about it.

True
0

False
3

26. You must listen carefully to directions so that you know exactly what to do.

True
3

False
0

THANK YOU FOR ANSWERING THESE QUESTIONS.

Test Manual - DIRECTIONS FOR THE TEACHER

Note: The words in capital letters are to be read aloud. Do not change the wording when giving this test. Read the directions several times before you give the test so that you will be able to say them in a natural, helpful way. In parentheses are suggestions on what you should do. Do NOT read the suggestions in parentheses out loud.

(Give out test booklets.)

REMEMBER AT THE BEGINNING OF THE YEAR WHEN YOU TOOK A LOT OF TESTS? I AM GOING TO ASK YOU QUESTIONS TODAY TO FIND OUT WHAT YOU THINK ABOUT TESTS.

WILL YOU PLEASE WRITE YOUR NAME ON THE TOP OF THE TEST BOOKLET, IN THE VERY MIDDLE OF THE PAGE.

I'M GOING TO READ A SENTENCE TO YOU AND THEN ASK YOU TO MARK AN ANSWER FOR ME.

LET'S LOOK AT SENTENCE NUMBER 1. READ SILENTLY ALONG WITH ME AS I READ. "NUMBER ONE. TAKING A TEST IS LIKE PLAYING A GAME." LOOK AT THE FOUR CHOICES. "ALWAYS" "SOMETIMES" "NEVER" "I DON'T KNOW". IS TAKING A TEST ALWAYS LIKE PLAYING A GAME? IF YOUR ANSWER IS YES, DRAW A LINE UNDER THE WORD ALWAYS. IS TAKING A TEST SOMETIMES LIKE PLAYING A GAME? IF YOUR ANSWER IS YES, DRAW A LINE UNDER THE WORD SOMETIMES. IS TAKING A TEST NEVER LIKE PLAYING A GAME? IF YOUR ANSWER IS YES, DRAW A LINE UNDER NEVER. IF YOU DON'T KNOW IF TAKING A TEST IS LIKE PLAYING A GAME, DRAW A LINE UNDER I DON'T KNOW.

(Make sure that every child has made a response.)

LET'S LOOK AT SENTENCE NUMBER TWO. READ ALONG WITH ME AS I READ. "NUMBER TWO. I GET WORRIED WHEN I GET A BAD GRADE ON A TEST." LOOK AT THE FOUR CHOICES. "ALWAYS" "SOMETIMES" "NEVER" "I DON'T KNOW".

DO YOU ALWAYS GET WORRIED WHEN YOU GET A BAD GRADE ON A TEST? IF YOUR ANSWER IS YES, DRAW A LINE UNDER ALWAYS.

DO YOU SOMETIMES GET WORRIED WHEN YOU GET A BAD GRADE ON A TEST? IF YOUR ANSWER IS YES, DRAW A LINE UNDER SOMETIMES.

DO YOU NEVER GET WORRIED WHEN YOU GET A BAD GRADE ON A TEST? IF YOUR ANSWER IS YES, DRAW A LINE UNDER NEVER.

IF YOU DON'T KNOW IF YOU GET WORRIED WHEN YOU GET A BAD GRADE ON A TEST, DRAW A LINE UNDER I DON'T KNOW.

LET'S LOOK AT SENTENCE NUMBER THREE. READ ALONG AS I READ.

"NUMBER THREE. I FEEL HAPPY WHEN I TAKE TESTS." LOOK AT THE FOUR CHOICES. DRAW A LINE UNDER THE ANSWER THAT SEEMS MOST RIGHT TO YOU.

LET'S LOOK AT SENTENCE NUMBER FOUR. READ ALONG WITH ME AS I READ.

"NUMBER FOUR. I HAVE TROUBLE UNDERSTANDING WHAT I'M SUPPOSED TO DO ON TESTS." LOOK AT THE FOUR CHOICES. DRAW A LINE UNDER THE ANSWER THAT SEEMS MOST RIGHT TO YOU.

LET'S LOOK AT SENTENCE NUMBER FIVE. READ ALONG WITH ME AS I READ.

"NUMBER FIVE. I GET WORSE MARKS ON TESTS THAN I SHOULD GET."

LOOK AT THE FOUR ANSWER CHOICES. DRAW A LINE UNDER THE ANSWER THAT SEEMS MOST RIGHT TO YOU.

LET'S LOOK AT SENTENCE NUMBER SIX. READ ALONG WITH ME AS I READ.

"NUMBER SIX. TAKING TESTS IS FUN" LOOK AT THE FOUR ANSWER CHOICES. DRAW A LINE UNDER THE ANSWER THAT SEEMS MOST RIGHT TO YOU.

LET'S LOOK AT SENTENCE NUMBER SEVEN. READ ALONG WITH ME AS I READ.

"NUMBER SEVEN. I TRY MY HARDEST TO CORRECTLY ANSWER THE QUESTIONS ON A TEST." LOOK AT THE FOUR ANSWER CHOICES. DRAW A LINE UNDER THE

ANSWER THAT SEEMS MOST RIGHT TO YOU. 227

LET'S LOOK AT SENTENCE NUMBER EIGHT. READ ALONG WITH ME AS I READ.
"NUMBER EIGHT. I FEEL BAD WHEN I TAKE A TEST." LOOK AT THE FOUR
CHOICES. DRAW A LINE UNDER THE ONE THAT SEEMS MOST RIGHT TO YOU.

LET'S LOOK AT SENTENCE NUMBER NINE. READ ALONG WITH ME AS I READ.
"NUMBER NINE. I LIKE FIGURING OUT THE ANSWERS TO QUESTIONS ON A TEST."
LOOK AT THE FOUR CHOICES. DRAW A LINE UNDER THE ANSWER THAT SEEMS
MOST RIGHT TO YOU.

LET'S LOOK AT SENTENCE NUMBER TEN. READ ALONG WITH ME AS I READ.
"NUMBER TEN. WHEN I TAKE TESTS, I AM AFRAID I MIGHT NOT DO WELL."
LOOK AT THE FOUR CHOICES. DRAW A LINE UNDER THE ANSWER THAT SEEMS
MOST RIGHT TO YOU.

LET'S LOOK AT SENTENCE NUMBER ELEVEN. READ ALONG WITH ME AS I READ.
"NUMBER ELEVEN. MY PARENTS TELL ME I SHOULD TRY TO GET GOOD GRADES
ON TESTS." LOOK AT THE FOUR CHOICES. DRAW A LINE UNDER THE ANSWER
THAT SEEMS MOST RIGHT TO YOU.

LET'S LOOK AT SENTENCE NUMBER TWELVE. READ ALONG WITH ME AS I READ.
"NUMBER TWELVE. IT IS BEST TO WORK AS SLOWLY AS YOU CAN ON A TEST."
LOOK AT THE TWO CHOICES. "TRUE" "FALSE"
IS IT TRUE THAT IT IS BEST TO WORK AS SLOWLY AS YOU CAN ON A TEST?
IF YOUR ANSWER IS YES, MAKE A CIRCLE AROUND TRUE.
IS IT NOT TRUE, IS IT FALSE THAT IT IS BEST TO WORK AS SLOWLY AS YOU
CAN ON A TEST. IF YOUR ANSWER IS YES, MAKE A CIRCLE AROUND FALSE.

LET'S LOOK AT SENTENCE NUMBER THIRTEEN. READ ALONG WITH ME AS I READ.
 "NUMBER THIRTEEN. IF YOU HAVE A QUESTION DURING A TEST, YOU SHOULD
 ASK THE TEACHER."

IS IT TRUE THAT IF YOU HAVE A QUESTION DURING A TEST,
 YOU SHOULD ASK A TEACHER? IF YOUR ANSWER IS YES, MAKE A CIRCLE AROUND
 TRUE.

IS IT FALSE, NOT TRUE, THAT IF YOU HAVE A QUESTION DURING A TEST,
 YOU SHOULD ASK THE TEACHER?? IF YOUR ANSWER IS YES, MAKE A CIRCLE
 AROUND FALSE.

LET'S LOOK AT QUESTION NUMBER FOURTEEN. READ ALONG WITH ME.

NUMBER FOURTEEN. YOU SHOULD ALWAYS GUESS. IF YOU DON'T KNOW THE ANSWER
 TO A TEST QUESTION, ANSWER IT ANYWAY."

IS IT TRUE OR FALSE? MAKE A CIRCLE AROUND THE ANSWER THAT SEEMS MOST
 RIGHT TO YOU.

LET'S LOOK AT QUESTION NUMBER FIFTEEN. READ ALONG WITH ME.

"NUMBER FIFTEEN. IF TWO OF THE ANSWER CHOICES FOR A TEST QUESTION SAY
 THE SAME THING, NEITHER CAN BE CORRECT."

IS IT TRUE OR FALSE? MAKE A CIRCLE AROUND THE ANSWER THAT SEEMS MOST
 RIGHT TO YOU.

LET'S LOOK AT QUESTION NUMBER SIXTEEN. READ ALONG WITH ME.

"NUMBER SIXTEEN. WORK AS FAST AS YOU CAN ON A TEST WITHOUT MAKING
 MISTAKES." IS IT TRUE OR FALSE. MAKE A CIRCLE AROUND THE ANSWER
 THAT SEEMS MOST RIGHT TO YOU.

LET'S LOOK AT QUESTION NUMBER SEVENTEEN. READ ALONG WITH ME.

"NUMBER SEVENTEEN. A TEST QUESTION HAS FOUR POSSIBLE ANSWERS AND
 YOU KNOW THAT THREE OF THEM ARE WRONG. STILL, IF YOU DON'T KNOW

THAT THE OTHER ANSWER IS RIGHT, YOU SHOULD SKIP THE QUESTION.

IS IT TRUE OR FALSE? MAKE A CIRCLE AROUND THE ANSWER THAT SEEMS MOST RIGHT TO YOU.

LET'S LOOK AT QUESTION NUMBER EIGHTEEN. READ ALONG WITH ME.

"NUMBER EIGHTEEN. ALL YOU HAVE TO DO IS MAKE A DARK MARK IN THE ANSWER CIRCLE FOR THE TEST. YOU DON'T HAVE TO FILL IT IN COMPLETELY."

IS IT TRUE OR FALSE? MAKE A CIRCLE AROUND THE ANSWER THAT SEEMS MOST RIGHT TO YOU.

LET'S LOOK AT QUESTION NUMBER NINETEEN. READ ALONG WITH ME.

"NUMBER NINETEEN. YOU SHOULD ANSWER THE EASY QUESTIONS ON A TEST FIRST, SKIPPING THE HARD ONES TO COME BACK TO LATER IF YOU HAVE TIME."

IS IT TRUE OR FALSE? MAKE A CIRCLE AROUND THE ANSWER THAT SEEMS MOST RIGHT TO YOU.

LET'S LOOK AT QUESTION NUMBER TWENTY. READ ALONG WITH ME.

"NUMBER TWENTY. YOU CAN SOMETIMES FIND THE ANSWER TO ONE QUESTION ON A TEST BY READING ANOTHER QUESTION." IS IT TRUE OR FALSE? MAKE A CIRCLE AROUND THE ANSWER THAT SEEMS MOST RIGHT TO YOU.

LET'S LOOK AT QUESTION NUMBER TWENTY-ONE. READ ALONG WITH ME.

"NUMBER TWENTY-ONE. IT DOESN'T HELP TO GO OVER A TEST A SECOND TIME BEFORE HANDING IT IN." IS IT TRUE OR FALSE? MAKE A CIRCLE AROUND THE ANSWER THAT SEEMS MOST RIGHT TO YOU.

LET'S LOOK AT QUESTION NUMBER TWENTY-TWO. READ ALONG WITH ME.

"NUMBER TWENTY-TWO. YOU MUST FINISH ALL THE QUESTIONS ON A TEST TO DO WELL." IS IT TRUE OR FALSE? MAKE A CIRCLE AROUND THE ANSWER THAT SEEMS MOST RIGHT TO YOU.

LET'S LOOK AT QUESTION NUMBER TWENTY-THREE. READ ALONG WITH ME.

"NUMBER TWENTY-THREE. DO NOT SPEND TOO MUCH TIME ON ANY QUESTION.

COME BACK TO IT IF YOU HAVE TIME." IS IT TRUE OR FALSE? MAKE A

CIRCLE AROUND THE ANSWER THAT SEEMS MOST RIGHT TO YOU.

LET'S LOOK AT QUESTION NUMBER TWENTY-FOUR. READ ALONG WITH ME.

"NUMBER TWENTY-FOUR. YOU DON'T HAVE TO BOTHER LISTENING TO THE

DIRECTIONS FOR A TEST. WHEN YOU LOOK AT THE TEST, IT'S OBVIOUS WHAT

TO DO." IS IT TRUE OR FALSE? MAKE A CIRCLE AROUND THE ANSWER THAT

SEEMS MOST RIGHT TO YOU.

LET'S LOOK AT QUESTION NUMBER TWENTY-FIVE. READ ALONG WITH ME.

"NUMBER TWENTY-FIVE. BE SURE YOU UNDERSTAND A STORY PERFECTLY BEFORE

TRYING TO ANSWER ANY QUESTIONS ABOUT IT." IS IT TRUE OR FALSE? MAKE

A CIRCLE AROUND THE ANSWER THAT SEEMS MOST RIGHT TO YOU.

LET'S LOOK AT QUESTION NUMBER TWENTY-SIX. READ ALONG WITH ME.

"NUMBER TWENTY-SIX. YOU MUST LISTEN CAREFULLY TO DIRECTIONS SO THAT

YOU KNOW EXACTLY WHAT TO DO." IS IT TRUE OR FALSE? MAKE A CIRCLE

AROUND THE ANSWER THAT SEEMS MOST RIGHT TO YOU.

THANK YOU FOR ANSWERING THESE QUESTIONS.

APPENDIX C

REPORT CARD MARKS

Children were given a mark by their classroom teacher in reading working level and reading grade. These marks were quantified in the following manner:

First determined was a numerical equivalent of the reading working level according to the following chart.*

Pre-primer = 0	$2^1 = 30$	4 = 60
1 = 6	$2^2 = 36$	$4^1 = 66$
$1^1 = 12$	3 = 42	$4^2 = 72$
$1^2 = 18$	$3^1 = 48$	5 = 78
2 = 2^4	$3^2 = 54$	

Added on to the score obtained above was credit for reading grade, according to the following table.

U = 1	+ = add .5
D = 2	- = subtract .3
C = 3	
B = 4	
A = 5	

*Reading working level was spaced six points apart to allow for enough space between working levels for reading

grade to be added without advancing the mark to the next working level.

EXAMPLES

Reading Working Level	Reading Grade	Numerical Report Card Mark
$2^2 = 36$ points	C = 3 points	39
5 = 78 points	A = 5 points	83
$1^2 = 18$ points	C- = 3 points subtract .3 = 2.7	20.7
$4^1 = 66$ points	B+ = 4 points add .5 = 4.5	70.5

APPENDIX D

TEST-WISENESS TEST INTERNAL CONSISTENCY RESULTS

Subtest Alpha, Subtest Intercorrelations, and Stratified Alpha Coefficients for Control Group, and Experimental Group Pretest and Posttest Test-Wiseness Tests

Group	Attitudes	Skills Subtest	Subtests Correlation	Stratified Alpha
Control N = 39	.4982	.0541	-.0402	.2007
Experimental Pretest N = 63	.5754	.1160	-.1934	.1541
Experimental Posttest N = 48	.3059	.2941	.1843	.3966

APPENDIX E

FREQUENCY DISTRIBUTION FOR TEST-WISENESS TEST REPORTED
IN CLASS MEANS FOR EXPERIMENTAL PRETEST AND
POSTTEST AND CONTROL GROUP TEST

CONTROL GROUP	EXPERIMENTAL GROUP PRETEST	EXPERIMENTAL GROUP POSTTEST
72		1
71		1
70		
69		
68		
67		1
66		
65		
64		
63		2
62		
61 1		3
60		4
59 1	3	1
58 5	1	
57 3	7	
56	4	1
55 2	2	1
54	1	1
53 1	3	
TOTAL 13	21	16

APPENDIX F

Correlation Coefficients Between Control Group Test-Wiseness Test, CTBS, and Report Card Marks

Control Group (N = 39)

	Test-Wiseness Test	CTBS	Report Card Marks
Test-Wiseness Test	1.0		
CTBS	.0026	1.0	
Report Card Marks	.0287	.6299*	1.0

*Significantly different from zero, .05 level

Correlation Coefficients Between Experimental Group Pretest Test-Wiseness Test, Posttest Test-Wiseness Test, CTBS, and Report Card Marks

Experimental Group (Pretest N = 63, Posttest N = 48)

	Pretest Test-Wiseness Test	Posttest Test-Wiseness Test	CTBS	Report Card Marks
Pretest Test-Wiseness Test	1.0			
Posttest Test-Wiseness Test	.3302*	1.0		
CTBS	.1206*+	.2776*+	1.0	
Report Card Marks	-.0351	.1691	.6873*	1.0

*Significantly different from zero, .05 level

+Non-significant Fisher's Z test for differences in correlation coefficients

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